Russell Westbrook Why Not? High School
Charter Petition

Submitted by:
LA Promise Fund
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Submitted to:
Los Angeles County Office of Education
Charter School Office
Education Center West
12830 Columbia Way-ECW 221
Downey, CA 90242

on December 1, 2020

Charter Renewal Petition for a 5-year Term

July 1, 2021 to June 30, 2026
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INTERNAL DISPUTES

ELEMEKT 15. CHARTER SCHOOL CLOSURE

MISCELLANEOUS CHARTER PROVISIONS

BUDGET AND FINANCIAL REPORTING
ADMINISTRATIVE SERVICES
FACILITIES
POTENTIAL CIVIL LIABILITY EFFECTS
AMENDMENTS
Affirmations and Declaration

As the authorized lead petitioner(s), we, Donna Jacobson and Veronica Melvin, hereby certify that the information submitted in this renewal petition for a California public charter school, Russell Westbrook Why Not? High School (formerly “LA’s Promise Charter High School #1” and “LAPCHS” now referred to as “RWWNHS” or the “Charter School”), operated by LA Promise Fund (“LAPF”), authorized by the Los Angeles County Board of Education (“LACBOE”) with oversight by the Los Angeles County Office of Education (“LACOE”) (collectively, the “County” or “Chartering Authority”) and to be located within the boundaries of Los Angeles Unified School District (“LAUSD” or the “District”), is true to the best of our knowledge and belief. We also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, we understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code §60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. Education Code §47605(d)(1).
- LA Promise Fund declares that it shall be deemed the exclusive public school employer of the employees of LA Promise Charter High School for purposes of the Educational Employment Relations Act. Education Code §47605(c)(6).
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. Education Code §47605(e)(1).
- The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code §47605(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or of that student’s parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code §47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code §47605(e)(2)(C). Education Code §47605(e)(2)(A)-(C).
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code §220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in §422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). Education Code §47605(e)(1).
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary and as applicable to charter schools. Title 5 California Code of Regulations §11967.5.1(f)(5)(C).
• The Charter School shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher’s certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher’s certificated assignment. Education Code §§47605(l) and 47605.4(a).

• The Charter School shall at all times maintain all necessary and appropriate insurance coverage.

• The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code §47612.5(a)(1)(A)-(D).

• The Charter School shall meet or exceed the legally required minimum number of school days. Title 5 California Code of Regulations §11960.

• If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. Education Code §47605(e)(3). The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. Education Code §47612.5(a)(2).

• The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. Education Code §47605(n).

• The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School’s educational programs. Education Code §47605(d).

• The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. Education Code §§47605 and 47605.1.

• The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. Education Code §§47612(b) and 47610.

• The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).

• The Charter School shall comply with the Public Records Act.

• The Charter School shall comply with the Family Educational Rights and Privacy Act (“FERPA”).

• The Charter School shall comply with the Ralph M. Brown Act.

• The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1.

• The Charter School shall comply with the Political Reform Act.

Donna Jacobson, Lead Petitioner

Veronica Melvin, Lead Petitioner
Charter School Compliance with Legal Requirements

_Governing Law:_ “Renewals... of charters are governed by the standards and criteria in Section 47605, and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed.” (Education Code Section 47607(b).)

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<th>How the Charter School has Met the Requirement</th>
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<tr>
<td>July 1, 2022</td>
<td>SB 328 Education Code Section 46148 requires school days to start no earlier than 8:30 a.m. for high schools and no earlier than 8:00 a.m. for middle schools.</td>
<td>The Charter School affirms that it shall comply with these laws.</td>
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<td>July 1, 2021</td>
<td>SB 390 Expands requirement to include security guards at charter schools to complete training course regardless of numbers of hours worked per week.</td>
<td>The Charter School affirms that it shall comply with these laws.</td>
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<tr>
<td>January 1, 2021</td>
<td>AB 1 Adds new requirements for all youth tackle football programs, including restrictions on practices, required coach certification and trainings, concussion and head injury education, preparation of factsheet related to opioids, licensed medical professional at games, establishing divisions organized by relative age or weight or both.</td>
<td>Not applicable; the Charter School does not offer a youth tackle football program.</td>
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<td>October 1, 2020</td>
<td>SB 316 Education Code Section 215.5 requires all public schools that issue student identification cards in grades 7-12 to include telephone number of the National Domestic Violence Hotline or local domestic violence hotline phone number on student identification cards.</td>
<td>The Charter School will print the National Domestic Violence Hotline or local domestic violence hotline phone number on student identification cards commencing October 1, 2020.</td>
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<td>July 1, 2020</td>
<td>AB 34 Education Code Section 234.6, <em>et al.</em>, requires each LEA to post on website policies and procedures on suicide prevention for grades K-12, definition of discrimination and harassment based on sex, Title IX information, sexual harassment policy, hate violence prevention (if exists), anti-discrimination, harassment, bullying policies, anti-cyberbullying policies, section on social media bullying, and link to statewide resources.</td>
<td>The Charter School will post all required policies and procedures on the school website.</td>
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<td>AB 1172 Requires LEAs contracting with non-public schools (NPS) to (1) conduct onsite visit to the NPS before placement if the LEA does not have any students enrolled at the NPS at the time of the placement, and (2) a minimum of one onsite monitoring visit during each school year when the LEA has a pupil attending and must report findings to the CDE within 60 calendar days of the visit. An LEA contracting with an NPS shall ensure behavioral training at NPS occurs and certify same to the CDE.</td>
<td>If the Charter School contracts with NPS, it shall comply with all applicable requirements.</td>
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<td>AB 1767 Education Code Section 215 requires governing body of an LEA that serve students in K-6, inclusive, before the beginning of the 2020-21 school year, to adopt at a regular board meeting, and update, a policy on suicide prevention, intervention, and postvention that specifically addresses the needs of high-risk groups, and ensure it is age-appropriate and developed in consultation with appropriate professionals and stakeholders.</td>
<td>The Charter School has adopted an age-appropriate policy in accordance with all applicable requirements.</td>
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| **July 1, 2020** | SB 419  
Education Code Sections 48900 and 48901.1 prohibit willful defiance as a suspendable offense for students in grades kindergarten through 5 in charter schools (indefinitely) and for grades 6 through 8 in charter schools (through 7/1/2025). | The Charter School’s suspension and expulsion policy reflects this requirement. |
| **January 1, 2020** | AB 1595  
Requires charter schools offering interscholastic athletic programs to acquire at least one automated external defibrillator.  
Adds requirements to school safety plan. | If the Charter School participates in any interscholastic athletic programs, it shall acquire at least one automated external defibrillator.  
The Charter School has adopted a school safety plan consistent with all applicable requirements. |
| **January 1, 2020** | AB 1354  
Education Code Section 48647 requires the county office of education, which includes charter schools that serve juvenile school pupils, to provide timely and required transition activities and transfer of records for students who enter the juvenile court school. | Not applicable. |
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<td>AB 1319 Education Code Section 48204.7 requires LEAs, including charter schools, to allow pupils who are migratory children who no longer satisfy the residency requirement to continue their education by attending their school of origin or a school within the school district of origin for the duration of the pupil’s status as a pupil who is a migratory child. If status changes during a school year: K-8 students stay in school of origin through that academic year; 9-12 stay through graduation. New school must immediately enroll regardless of outstanding fees, fines, etc., or if student doesn’t have all enrollment records.</td>
<td>The Charter School affirms that it shall comply with these laws.</td>
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<td>January 1, 2020</td>
<td>AB 947 Education Code Sections 56353 and 56354 authorizes LEAs to consider elements of the expanded core curriculum, as defined, when developing IEPs for a pupil who is blind, has low vision, or is visually impaired.</td>
<td>The Charter School shall comply through its policies and procedures.</td>
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| **January 1, 2020** | AB 982  
Education Code Sections 47606.2 and 48913.5 require teachers to provide homework that would have been assigned to a student (grades 1 to 12) suspended for 2+ schooldays, upon request of parent/guardian/other educational right holder; if homework assignment requested and turned into the teacher upon return from suspension or within timeframe prescribed by the teacher, whichever is later, is not graded before end of the term, the assignment shall not be included in student’s overall calculation of student’s grade; charter petition must include statement that suspension procedures will include above requirements. | The Charter School’s suspension and expulsion policy reflects this requirement. |
| **January 1, 2020** | AB 711  
Education Code Sections 47070 and 49062.5 require LEAs to update a former pupil’s records to include updated legal name or gender if LEA receives a “government issued document” and to reissue any documents conferred on the pupil, if requested. | The Charter School affirms it shall comply. |
| **January 1, 2020** | AB 605  
Education Code Section 56040.3 requires LEAs to provide continued access to assistive technology to a student in the home or other settings pursuant to the student’s IEP after the student disenrolls until alternative arrangements can be made or until 2 months have elapsed from the date the student disenrolled, whichever date is first. | The Charter School affirms that it shall comply. |
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<td>January 1, 2020</td>
<td>AB 543 Education Code Sections 231.5 and 231.6 require a copy of the sexual harassment policy to be provided as part of any orientation program conducted for new and continuing students at the beginning of each quarter, semester, or summer session, as applicable; schools with students in grades 9-12 must create a poster that notifies students of the policy prominently and conspicuously displayed in each bathroom and locker room at the schoolsite, in accordance with all applicable content requirements.</td>
<td>The Charter School affirms that it shall provide all required information.</td>
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<td>January 1, 2020</td>
<td>AB 189 Penal Code Section 11165.7 adds qualified autism service providers, professionals, and paraprofessionals to the list of mandated reporters.</td>
<td>The Charter School affirms that it shall comply with these laws.</td>
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<td>January 1, 2020</td>
<td>AB 1507 Education Code Section 47605.1 removes authority of a charter school to locate outside the jurisdiction or geographic boundaries of the authorizing school district if a site or facility is unavailable where the charter school chooses to locate or if the site is needed for temporary use during a construction or expansion project; allows a charter school that established one site outside the boundaries of the authorizing school district, but within the county, before 1/1/2020, to continue operating that site until submission of a renewal request, at which time the charter school must obtain written approval from the school district where the site is operating; authorizes relocation if located within area subject to a Presidential declaration of a major disaster or emergency; authorizes a charter school to establish one resource center, meeting space, or satellite facility within the jurisdiction of the school district where the charter school is physically located if specified conditions are met, and prohibits State Board of Education from waiving these restrictions.</td>
<td>The Charter School affirms that it shall comply with these laws.</td>
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<td>January 1, 2020</td>
<td>AB 1505 Two-year moratorium on establishment of any new nonclassroom-based charter schools.</td>
<td>The Charter School affirms it shall comply with all of these requirements.</td>
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<td>July 1, 2020</td>
<td>Various changes to governing law for charter petitions; additional reasons for an authorizer to deny a petition for new or existing (only if proposing to expand) charter school; requires same credentialing requirements as school district teachers, with provision for all current charter school teachers to obtain required certificates and authorizations by 7/1/2025; revised charter renewal requirements to account for new CA School Dashboard.</td>
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<td>October 12, 2019</td>
<td>SB 265 Education Code Section 49557.5 requires certain LEAs, including charter schools, that provide meals through National School Lunch Program or School Breakfast Program to ensure that a student is not denied a reimbursable meal because the parent/guardian has unpaid meal fees and to ensure that the student is not shamed or treated differently.</td>
<td>The Charter School will comply with these requirements through internal policies and procedures, and any necessary training of Charter School staff.</td>
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<td>July 1, 2019</td>
<td>SB 75 Various changes to governing law for charter petitions; limits charter petition description to State Priorities 2-8; additional admission and enrollment protections for selected groups.</td>
<td>The Charter School affirms it shall comply with all applicable requirements.</td>
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<td>July 1, 2019</td>
<td>SB 126 Created new Education Code Section 47604.1 which includes new requirements for compliance with the Brown Act (including meeting location), Public Records Act, Political Reform Act, and Government Code Section 1090.</td>
<td>The Charter School affirms that it complies with these requirements.</td>
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<td>July 1, 2019</td>
<td>SB 972 Education Code Section 215.5 requires charter schools that serve students in grades 7-12 and that issue pupil identification cards to print the National Suicide Prevention Lifeline phone number on those identification cards commencing July 1, 2019.</td>
<td>The Charter School began complying with these requirements at the beginning of the 2019-20 school year.</td>
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<td>January 1, 2019</td>
<td>AB 406 Education Code Section 47604 prohibits a charter school that submits an establishment charter petition, a material revision, or a renewal petition on or after July 1, 2019, from being operated as, or by, a for-profit corporation, for-profit educational management organization, or for-profit charter management organization, and prohibits charter schools from entering into a subcontract to avoid these requirements.</td>
<td>The Charter School is operated by a California nonprofit public benefit corporation, as identified throughout the charter.</td>
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<td>January 1, 2019</td>
<td>AB 1747 Education Code Sections 47605(b)(5)(F)(ii) and (iii) require a charter petition to include a reasonably comprehensive description of a school safety plan, and that the school safety plan be reviewed and updated by March 1 of every year by the charter school.</td>
<td>The Charter School has developed a school safety plan, in compliance with all applicable requirements, and shall ensure that it is reviewed and updated by March 1 of every year.</td>
</tr>
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<td>January 1, 2019</td>
<td>AB 1871 Commencing with the 2019–20 school year, Education Code Section 47613.5 requires a charter school to provide each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday.</td>
<td>The Charter School began providing these meals beginning in the 2016-17 school year.</td>
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| January 1, 2019 | AB 2601
Commencing with the 2019–20 school year, Education Code Section 51931 requires charter schools to ensure that all pupils in grades 7 to 12, inclusive, receive comprehensive sexual health education and HIV prevention education. | The Charter School began complying with these requirements at the beginning of the 2019-20 school year. |
| January 1, 2019 | AB 1248
Education Code Section 35183.1 allows students to wear traditional tribal regalia or recognized objects of religious or cultural significance as an adornment at school graduation ceremonies. | The Charter School complies with these requirements through internal policies and procedures, and any necessary training of Charter School staff. |
| January 1, 2019 | AB 1974
Education Code Section 49041 prohibits a charter school from collecting debt from a student or former student, unless emancipated at the time the debt is incurred, and prohibits a charter school from taking a negative action against a student or former student because of a debt owed; these provisions do not apply to debt owed as a result of vandalism to cover the replacement cost of school books, supplies, or property loaned to a student. | The Charter School complies with these requirements through internal policies and procedures, and any necessary training of Charter School staff. |
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<td>January 1, 2019</td>
<td>AB 2009 A charter school that offers an interscholastic athletic program must (1) ensure that there is a written emergency action plan with procedures to be followed in the event of sudden cardiac arrest or other medical emergency related to the athletic program’s activities or events; (2) acquire, commencing July 1, 2019, at least one automatic emergency defibrillator (“AED”) for the to be available on campus, and to ensure proper maintenance and regular testing. Neither a charter school employee nor the charter school will be liable for civil damages pursuant to the bill’s provisions, except as provided.</td>
<td>If the Charter School participates in any interscholastic athletic program, it shall adopt an emergency action plan and acquire an AED.</td>
</tr>
<tr>
<td>January 1, 2019</td>
<td>AB 2015 Commencing with the 2020-21 school year, Education Code Section 51225.8 requires charter schools to ensure that every student receives information on how to properly complete and submit the Free Application for Federal Student Aid (“FAFSA”) or the California Dream Act applications at least once before the student enters grade 12, and to ensure that a paper copy of the application is provided to a student upon request by the student or his/her parent/guardian.</td>
<td>N/A</td>
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<tr>
<td>January 1, 2019</td>
<td>AB 2022 Education Code Section 49428 requires charter schools to notify students and their parents/guardians at least twice during the school year on how to initiate access to available mental health services on campus or in the community, or both.</td>
<td>The Charter School notifies students and their parents/guardians in compliance with these requirements, and provides any necessary training of Charter School staff. Notice to students and parents are included in the parent and student handbook.</td>
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<td>January 1, 2019</td>
<td>AB 2109 A pupil with a temporary disability that makes attendance in the regular day classes or alternative education program impossible or inadvisable shall receive either individual instruction at home or individual instruction in a hospital or other residential health facility, provided by the local school district. Charter schools may continue to enroll students with a temporary disability who is receiving individual instruction in a hospital/facility, and must allow a student who is well enough to return to school to be allowed to return to the school that he/she attended immediately before receiving individual instruction, if the student returns during the school year in which the individual instruction was initiated. Charter schools may confer an honorary high school diploma upon a pupil who is terminally ill.</td>
<td>The Charter School complies with these requirements through internal policies and procedures, and any necessary training of Charter School staff.</td>
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<tr>
<td>January 1, 2019</td>
<td>AB 2121 Education Code Section 51225.1 extends an exemption from all local coursework requirements beyond statewide requirements unless the student is reasonably able to complete the requirements in time to graduate by the end of the 4th year in high school, to students who are migratory children, and to students participating in an English language proficiency program for newly arrived immigrant pupils and who are in their 3rd or 4th year of high school; these students must also be granted full or partial credit for the coursework completed even if they did not complete the entire course.</td>
<td>The Charter School complies with this requirement.</td>
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| January 1, 2019 | AB 2239  
Education Code Section 51225.37 requires the CDE to encourage school districts and charter schools that offer world language courses that are specifically designed for native speakers to seek A-G certification of those courses. | The Charter School shall comply, if applicable.                                                                   |
| January 1, 2019 | AB 2289  
Local educational agencies (“LEAs”), including charter schools, are prohibited from applying any rule concerning a pupil’s actual or potential parental, family, or marital status that treats pupils differently on the basis of sex. Pregnant and parenting pupils are entitled to accommodations, and complaints of noncompliance with this law may be filed pursuant to the uniform complaint procedures (“UCP”). LEAs must notify pregnant and parenting pupils and their parents/guardians of the rights and options available to pregnant and parenting pupils. | The Charter School complies with these requirements through internal policies and procedures, and any necessary training of Charter School staff. |
| January 1, 2019 | AB 2291  
Education Code Sections 234.4 and 32283.5 require charter schools to adopt procedures to prevent acts of bullying and cyberbullying and make the CDE online training module available to certificated schoolsite employees and all other schoolsite employees who have regular interaction with students. | The Charter School complies with all applicable procedures and makes the CDE online training module available to all applicable employees. |
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<td>January 1, 2019</td>
<td>AB 2315 Education Code Section 49429 requires the CDE to consult with the State Department of Health Care Services and stakeholders to develop guidelines on or before July 1, 2020, for the use of telehealth technology in public schools, including charter schools, to provide mental health and behavioral health services to students on school campuses.</td>
<td>The Charter School will follow CDE guidelines and conduct any necessary training of Charter School staff.</td>
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<tr>
<td>January 1, 2019</td>
<td>AB 2622 This bill reduces the attendance level requirements for After School Education and Safety (&quot;ASES&quot;) programs located in very low-density areas for the CDE to adjust or terminate grants; requires ASES programs located in very-low density areas to end not earlier than 5 p.m.; and exempts ASES programs with the specified low-population density from the requirement to have an established waiting list for enrollment and to transfer funds only from another school program that has met a minimum 70% of its attendance goal.</td>
<td>The Charter School shall comply with these requirements through internal policies and procedures, and any necessary training of Charter School staff, if applicable.</td>
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<td>January 1, 2019</td>
<td>AB 2657 Education Code Sections 49005-49006.4 authorize educational providers to use behavioral restraints or seclusion techniques to control student behavior that poses a clear and present danger of serious physical harm to the pupil or others and cannot be immediately prevented by a response that is less restrictive so long as other specified conditions are met, and must report to CDE annually on the use of behavioral restraints and seclusion for pupils to be posted on the CDE’s website.</td>
<td>The Charter School complies with these requirements through internal policies and procedures, and any necessary training of Charter School staff.</td>
</tr>
<tr>
<td>January 1, 2019</td>
<td>AB 2735 Education Code Section 60811.8 requires charter schools with one or more English Learners to assess the English language development of each pupil, and prohibits a middle school or high school from denying pupils classified as English Learners from participation in a school standard instructional program.</td>
<td>The Charter School complies with these requirements through internal policies and procedures, and any necessary training of Charter School staff.</td>
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<tr>
<td>January 1, 2019</td>
<td>AB 2878 Education Code Sections 52060 and 52066 requires “family engagement” to be included in a local control and accountability plan (“LCAP”).</td>
<td>The Charter School will continue to ensure that its LCAP and annual updates to the LCAP include “family engagement.”</td>
</tr>
<tr>
<td>January 1, 2019</td>
<td>AB 3022 Education Code Section 51430 allows charter schools to retroactively grant a high school diploma to a person who departed California against his or her will, and at the time of departure, was enrolled in grade 12 and was in good academic standing.</td>
<td>N/A</td>
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<td>January 1, 2019</td>
<td>AB 3043 Education Code Section 49550.5 allows charter schools to provide a nutritionally adequate breakfast that qualifies for reimbursement under the federal School Breakfast Program to every pupil at no charge.</td>
<td>The Charter School complies with these requirements through internal policies and procedures, and any necessary training of Charter School staff.</td>
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<tr>
<td>January 1, 2019</td>
<td>SB 1104 Education Code Section 49381 requires charter schools to identify and implement the most appropriate methods of informing parents/guardians of students in grades 6-12 of human trafficking prevention resources by January 1, 2020.</td>
<td>The Charter School complies with these requirements through internal policies and procedures, and any necessary training of Charter School staff.</td>
</tr>
<tr>
<td>January 1, 2019</td>
<td>SB 1109 Education Code Section 49476 requires charter schools that offer an athletic program to annually give each athlete an Opioid Factsheet for Patients, published by the Centers for Disease Control and Prevention, and requires each athlete and his/her parent sign a document acknowledging receipt of the factsheet and return it before the student begins practice or competition.</td>
<td>The Charter School shall give an annual notice, fact sheet to each athlete and get a signed acknowledgement.</td>
</tr>
<tr>
<td>January 1, 2019</td>
<td>SB 1428 Education Code Section 49120 prohibits charter schools from denying a student a work permit based on his or her grades, grade point average, or school attendance if the pupil is applying for the work permit in order to participate in a government employment and training program which will occur during the summer recess or school vacation.</td>
<td>The Charter School complies with these requirements through internal policies and procedures, and any necessary training of Charter School staff.</td>
</tr>
<tr>
<td>June 27, 2018</td>
<td>AB 1808 Revised academic threshold criteria for charter renewal to remove API and add alternative measures.</td>
<td>The Charter School will continue to meet applicable academic threshold criteria for charter renewal.</td>
</tr>
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<tr>
<td>January 1, 2018</td>
<td>AB 1360 Education Code Section 47605(d)(2)(B)(i)-(iv) requires admission preferences to be: approved by the chartering authority; consistent with all applicable law; to not limit enrollment access; and to not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.</td>
<td>The Charter School complies with all applicable requirements.</td>
</tr>
<tr>
<td>January 1, 2018</td>
<td>AB 699 Education Code Section 200, 220 and 234.1 expressly include immigration status in the specified characteristics.</td>
<td>The Charter School shall comply with all applicable requirements.</td>
</tr>
<tr>
<td>January 1, 2018</td>
<td>AB 10 Education Code Section 35292.6 requires public schools that serve grades 6 through 12 that meets the federal 40% pupil poverty threshold to stock at least 50% of the school’s restrooms with feminine hygiene products.</td>
<td>The Charter School complies with these requirements.</td>
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| January 1, 2018 | AB 841  
Education Code Section 49431.9 prohibits charter schools that participate in the National School Lunch Program or School Breakfast Program from advertising for foods that it is not allowed to sell. | The Charter School does not advertise any foods that it is not allowed to sell pursuant to these federal programs. |
| January 1, 2018 | SB 138  
Education Code Sections 49562, 49564, and 49564.5 require the CDE to share data with LEAs to directly certify students’ eligibility for free and reduced-price meals; they also require “very high poverty schools” (including charter schools) to provide free breakfast and lunch to all students, unless exempt due to demonstrated fiscal hardship. | The Charter School complies with these requirements through internal policies and procedures. |
| January 1, 2018 | SB 233  
Education Code Sections 49069.3 and 49076 and Welfare and Institutions Code Sections 361, 361.5, 366.1, 366.21, 366.22, and 16010 require foster parents, foster family agencies, and group homes the right to review pupil records. | The Charter School complies with these requirements through internal policies and procedures. |
| January 1, 2018 | SB 250  
Education Code Section 49557.5 requires charter schools that receive funding under the National School Lunch Program or School Breakfast Program to ensure that students who have unpaid school meal fees are not treated differently, and that student discipline does not include denial or delay of meals. | The Charter School complies with these requirements through internal policies and procedures, and any necessary training of Charter School staff. |
| January 1, 2018 | SB 455  
Education Code Section 48204.3 establishes a student’s residence in a school district if the student’s parent is transferred or is pending transfer on active military duty. | The Charter School follows this definition of residency as applicable to its admission lottery, if any. |
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<td>July 1, 2017</td>
<td>AB 2246 Education Code Section 215 requires charter schools that serve grades 7 through 12 adopt a policy on pupil suicide prevention by July 1, 2017.</td>
<td>The Charter School has an adopted policy.</td>
</tr>
<tr>
<td>July 1, 2017</td>
<td>SB 1375 Education Code Section 221.61 requires posting information regarding Title IX on its website by July 1, 2017.</td>
<td>The Charter School posted the required information on its website.</td>
</tr>
<tr>
<td>January 1, 2017</td>
<td>SB 1436 Government Code Section 54953(c)(3) requires entities to, prior to taking final action, orally report a summary of a recommendation for a final action on the salaries, salary schedules, or compensation paid in the form of fringe benefits of a local agency executive.</td>
<td>The Charter School follows this mandate when approving its education executive’s contract.</td>
</tr>
<tr>
<td>January 1, 2017</td>
<td>AB 2845 Education Code Section 234.1 requires local educational agencies serving grades 7 through 12 to provide certificated employees information on school site and community resources related to the support of pupils who may face bias or bullying on the basis of religious affiliation, or perceived religious affiliation.</td>
<td>The Charter School complies with these requirements through internal policies and procedures, and any necessary training of Charter School staff.</td>
</tr>
<tr>
<td>January 1, 2017</td>
<td>AB 1639 Education Code Section 33479 et seq. requires providing information to athletes regarding sudden cardiac arrest and removing an athlete from participation under certain circumstances.</td>
<td>The Charter School shall provide the information to all athletes regarding sudden cardiac arrest, and shall remove any athlete from participation in athletic activities under certain circumstances as legally required.</td>
</tr>
<tr>
<td>January 1, 2017</td>
<td>SB 1072 Education Code Section 39831.3 requires adoption of a transportation safety plan if a charter school provides transportation to or from school or a school activity.</td>
<td>If the Charter School provides transportation, it will develop a transportation safety plan to comply with this requirement.</td>
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| January 1, 2017 | AB 2536  
Expands the definition of “bullying by electronic act” in Education Code Section 48900 to include “cyber sexual bullying.” | The Charter School’s suspension and expulsion policy reflects this updated definition.                        |
|                 | AB 2212  
Expands the definition of “bullying by electronic act” in Education Code Section 48900 to include “video.” | The Charter School’s suspension and expulsion policy reflects this updated definition.                        |
CHARTER RENEWAL CRITERIA
Evidence of Meeting Charter Renewal Criteria Pursuant to:

• Education Code Section 47607.2(b) (middle tier)

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported on the California School Dashboard (“Dashboard”), and, in some circumstances, the performance of the charter school on assessments deemed to be verified data.

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools’ performance, plus a separate category for Dashboard Alternative School Status schools. Each of the three tiers has unique qualifying criteria.

The Charter School fits into the middle tier, as determined by the California Department of Education, and is eligible for charter renewal, as demonstrated below.

Education Code Section 47607.2(b) states:

(1) For all charter schools for which [top tier and bottom tier] do not apply, the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the [Dashboard] and the performance of the charter school on the local indicators included in the [Dashboard].

(2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.

“Measurements of academic performance” are defined in statute as “statewide assessments in the California Assessment of Student Performance and Progress system, or any successor system, the English Language Proficiency Assessments for California, or any successor system, and the college and career readiness indicator.” (Education Code Section 47607(c)(3).

To delineate the past five year term from the future term, we will refer to the Charter School as LA Promise Charter High School or LAPCHS in the below section. Beginning in Element 1 we will reference the school under its new name of Russell Westbrook Why Not? High School or RWWNHS.

CHARTER RENEWAL: LA PROMISE CHARTER HIGH SCHOOL MEETS CRITERIA FOR RENEWAL FOR ANOTHER FIVE-YEAR TERM

LAPCHS opened in August 2017 in South Los Angeles with a mission to provide an outstanding public education that fully acknowledges and incorporates our students’ variety of backgrounds to achieve academic excellence. Through innovative and culturally responsive teaching we aim to provide authentic learning and promote respect for ourselves, our school, and our community.

LAPCHS is operated by LA Promise Fund (“LAPF”), a non-profit public benefit corporation with a rich history of improving outcomes for students and families in South Los Angeles. LAPF opened LAPCHS and its sister middle school, LA Promise Charter Middle School, to provide at-promise students and families with a high quality alternative to their neighborhood schools, through a strong educational model, wrap-around services, and our signature programs. The organization operates LAPCHS to fulfil the vision of increasing educational equity and
ultimately closing the opportunity gap for the South Los Angeles community and beyond. Further amplifying its impact, LAPF runs high profile, far-reaching programs and engagement opportunities available to students and teachers. This structure allows for both high touch, intensive supports at LAPCHS while serving students though innovative programs available to students, county-wide. Students attending LAPCHS are engaged in their learning through programs including: Promise Parents, Media Arts Matter, Health and Wellness/School Fuel, Girls Build, Career Pathway Connections, Amgen Biotech Experience, South LA NSI, Go For College, and The Intern Project (TIP).

LAPCHS was intentionally designed to serve some of Los Angeles’ most underserved students in a community that faces myriad challenges, including extreme poverty, high crime rates, homelessness, gang presence, and more.

LAPCHS opened in August 2017 with 56 ninth grader students, at St. Brigid’s Church, a private facility, located in the Vermont/Slauson community of South Los Angeles. We have expanded one grade level annually, and we now serve 204 students, grades 9-12. We will graduate our first class of seniors this year (June 2021). Our enrollment is 99% Socioeconomically Disadvantaged (SED), 39% English Learners (EL), 29% Students with Disabilities (SWD), 28% African American, 71% Hispanic/Latinx, and 1% Foster/Homeless Youth (F/HY).

We are proud of what we have accomplished in our first three+ years of operations:

- Our students have demonstrated academic growth based on NWEA.
- The Western Association of Schools and Colleges (WASC) granted LAPCHS Initial Accreditation status through June 30, 2022. As a new high school, accreditation in the second year of operation is significant, as it entitles the school to use the following phrase on transcripts or in school advertising, “Fully Accredited by (or) Accredited by the Accrediting Commission for Schools, Western Association of Schools and Colleges.” The school was provided with commendations based on the report and site visit. The strengths documented in the WASC Visiting Committee’s Report are as follows:

1. The Administration and Staff are committed to the Mission and the Vision of the school. This promotes a safe, healthy, and nurturing environment that fosters student growth and achievement.
2. The Administration and Staff are dedicated to all students learning at their highest level. They provide an engaging curriculum and set realistic, differentiated and challenging intellectual and social goals for each student.
3. There is strong leadership that provides multiple opportunities for distributed leadership and the necessary resources to improve student achievement.
4. The school is highly supported by the Board.
5. Parents are highly committed to all aspects of the school and its academic journey for all students.
- LAPCHS has immersed learners in a college going culture, with a focus on early intervention and college awareness at all grade levels. Students have been exposed to college speakers, visited college campuses, including a summer trip to HBCU campuses for selected students, and attended the Black College Expo. The school has partnered with Fulfillment Fund for A-G awareness lessons in Promise Time/Advisory, and Destination College. Go For College provides full-time college counselors for the 2020-21 school year.
• LAPCHS has established a thriving program for Video and Film Production. Currently, there are three Career Technical Education (CTE) credentialed film teachers, with a sequential course series. The film teachers collaborate with the ELA team for arts integration. The film program is enriched through past and current partnerships including the Museum of the Holocaust, Film Independent, and LA Trade Technical Community College.

• We have established a system of support for teachers and a teacher pipeline, that has led to an increase in teacher retention (100% for 2020-21), supported by training provided to the principal through the New Teacher Center.

• We have established several community partnerships to benefit our students, including programs sponsored through LAPF. The key programs that enrich our educational program include:
  o Loyola Marymount University is a partner in various ways. The CA Reading and Literature Project provides monthly professional development and instructional resources for our ELA and History/Social Science teachers. Teachers have participated in the EL Rise training and a workshop relating to formative assessment for English Learners. LMU is a teacher pipeline for our schools. Additionally, we held our annual Summer Teachers Conference on their campus.
  o Parent Promise supports parent engagement with workshops including financial literacy and college planning, immigration rights, citizenship classes, and topics relating to health and nutrition. With the onset of distance learning, parent technology training has been offered.
  o Girls Build LA challenges young women from middle and high schools to make an impact in their community.
  o Constitutional Rights Foundation promotes Civics Education programs including Civic Action Project (CAP) taught in Promise Time/Advisory
  o Mobile Health Clinics provided families with free vaccination, dental check-ups, eye exams and glasses through Vision to Learn.
  o USC Viterbi School of Engineering summer STEM program, held on the USC Campus is a free opportunity for students to motivate future involvement STEAM related learning and career opportunities.
  o IDtech Camp scholarships provided for 100 high school students, 2 – 4 weeks of camp focused on coding, robotics web and video game design. This special opportunity brought our students together with a diverse group of students from across Los Angeles County. Bus transportation and meals were provided as part of the scholarship.

• LAPCHS has pursued grants to improve the learning climate and supplement programs:
  o Media Arts Matter is a federal grant awarded to LAPF to train teachers in arts integration in the area of digital media arts, which is a high growth career field. Five teachers participated in the Summer Training and work with teaching artists to deliver lessons that integrate the digital media standards with math and ELA.
  o We were awarded the SEL In Action Grant through the NOVO foundation, which was used to further social-emotional learning through an Advisory curriculum and a part-time SEL Coordinator.
  o LA84 Foundation has awarded a grant for our volleyball program, and transportation to the Expo Center for swimming lessons as part of our P.E. Program.
LAPCHS is the lead LEA for a Career Technical Education Integration Grant, in the area of Digital Media Arts, a high growth career field in Los Angeles. This grant supports our video production and film program and experience.

LAPCHS is the lead LEA for a prestigious Gates Foundation Grant for the Network School Improvement Network, a group of South LA Schools that convene to share best practice around A-G passage with emphasis on early intervention.

LAPCHS has been a part of the LACOE PBIS cohort for two consecutive years. The effective PBIS implementation has resulted in lower suspension rates, improved attendance, and an improved school climate. LAPCHS was recognized for the 2020 Community Cares initiative, for our outstanding work in implementing the PBIS program.

Distance Learning
We are proud of our response to COVID-19 and shift to distance learning. As a small, tightknit community, we were able to pivot quickly to distance learning when COVID-19 “stay-at-home” orders were announced in March 2020. The shift to distance learning included the provision of technology, formulation of a sound educational model, social-emotional support, and the meeting of basic needs for students and families.

- Every student immediately was provided a laptop and charger. Internet hotspots were provided to families who needed them. As the need grew for more hotspots, LAPF sought donations through School2Home, Amazon, Microsoft, Kaiser, Amgen, California Community Foundation, and Verizon to ensure laptops for every student, and sometimes for family members to ensure no family competition for devices, hotspots, and ongoing IT support for all staff and students.
- Grab and Go Meal Service has provided two daily meals to students since the onset of the Stay at Home order.
- LAPF provided a food pantry for the community (not just our students/families) operating three days a week from March – August 2020 distributing 10,000 pounds of food to our students and families. The pantry now distributes the same amount of food every Friday. In addition, LAPF secured, $200,000 grant to provide microgrants to our families and community members that had been displaced from jobs.

A Distance Learning Policy was established by a team including Director of Schools, Principals and instructional coaches. The policy was refined and improved upon during the summer months in preparation for the 2021-21 school year and presented to all shareholders. The policy provides a comprehensive set of resources and strategies based on the Stanford Online High School and the research of Caitlin Tucker, with consideration of the needs of vulnerable learners. Our coaching and professional learning emphasis has been reimagined to meet the needs of teachers and students during distance learning.

The LAPCHS model for distance learning is based on a combination of scheduled synchronous daily lessons through zoom, and asynchronous learning. We provide learners with access to virtual lessons and assignments through google classroom. Our model prioritizes providing students with consistent feedback, connection to the school, and support. The well-being of our learners during this time is equally important to their academic progress.
This model is informed by research, best practice, and our own local context. It reflects these uncertain times, including the challenging circumstances faced by our students, staff members, and families. Our school leaders, teachers, and support staff, juggle personal and professional responsibilities while ensuring that the social-emotional and academic needs of students are being met. Our students face the reality of trying to learn with uneven internet access, despite our best efforts to remedy this. Additionally, there are a myriad of increased home demands that include care for siblings and family members, and the lack of an ideal learning environment. This is compounded by feelings of fear, isolation, and food insecurities.

The Google Classroom Suite and class websites through Weebly are the primary platforms where LAPCHS teachers facilitate the distance learning model. We are incorporating a wide range of high-quality online resources to supplement student learning, and encourage every teacher to explore these in order to find the most effective way to support, and meaningfully engage and interact with students.

**Meeting the Needs of English Learners during Distance Learning:**

- Designated ELD is provided for students Levels 1-3, through interactive zoom lessons.
- Emerging English Learners use Rosetta Stone for individualized language practice at their own pace for 120-180 minutes a week. This practice is in addition to enrollment in their core content courses and individualized practice that teachers assign.
- Achieve 3000 daily is assigned at each student’s level set.
- Students at the minimally developed level can complete assignments in their primary language.
- Bilingual aides provide language support for all core content classes (zoom or google phone calls).
- The designated ELD teacher continues strong collaboration with content team teachers to ensure that ELs have the support needed.
- Students also are receiving language support through Integrated ELD in each of their classes.
- English learners have additional small group instruction through teacher office hours, or work with aides, to support their ability to successfully complete assignments in their core courses, with a focus on language skills. Office Hours can be required for students who are struggling or not turning in work.

**Meeting the Needs of Special Education Students during Distance Learning:**

Our student population is comprised of 29% special education students. During Distance Learning, the needs of SWD are met by providing equal access to core content through co-teaching/co-planning between the general and special education teachers. IEP meetings and all related services are provided through teleconferencing. Communication between the special education team and families has been vital in order to ensure that the needs of SWD are being met. LAPCHS is operating under CDE guidelines for special education, and working in close collaboration with our LACOE SELPA. Prior written notices (PWN) were sent following school closures to serve as a written explanation of proposed changes in IEPs on account of distance learning. Based on CDE guidelines, the IEP in place at the time of physical school closure remains in effect, and LAPCHS will, to the greatest extent possible, continue to provide the services called for in IEPs in alternative ways.
Starting up a new charter school in this deeply underserved community is a significant challenge, and we have encountered many struggles along the way. Notably, the physical school closure and shift to distance learning as a due to COVID-19. We are immensely proud of our accomplishments, our teachers, our staff and especially our students and families to date. We have established a strong and positive learning climate, supported families during the pandemic, and demonstrated the ability to raise achievement for students who enter our school as ninth graders significantly below grade level. We look forward building upon the foundational elements that support a high performing and sustainable school community. We note that we have limited data to present, due both to our short time in operation (three years instead of four), and the impact of the COVID-19. Due to the pandemic, CA suspended testing last year, the first scheduled administration of the California Assessment of Student Performance and Progress (CAASPP) for our first cohort of 11th graders. As this year (2020-21) is our first year with graduating seniors, we do not yet have graduation, A-G or College/Career Indicator data. Nevertheless, as detailed below, our strong NWEA MAP growth data, indicates that we are well on our way to establishing a successful high school of choice for a deserving community. We look forward to having more time to demonstrate our success, and look forward to continuing our partnership with LACOE.

LAPCHS Meets Charter Renewal Criteria Under the Revised Education Code Section 47607.2(b)

Pursuant to amendments to the state’s Charter Schools Act by A.B. 1505 (2019), charter renewal prescribed in Education Code sections 47607 and 47607.2 requires consideration of three criteria:

**Criterion 1:** Under a new three-tiered system of evaluating charter schools’ performance based on California School Dashboard (“Dashboard”) data, with tiers assigned by the California Department of Education (“CDE”) for each charter school up for renewal, for schools in the “middle” tier, “the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the [Dashboard] and the performance of the charter school on the local indicators included in the [Dashboard].”¹ Education Code 47607.2(b) goes on to state: “(2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.”²

**Criterion 2:** In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:

(A) The school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school.

(B) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.³ The statute goes on to say that
subsections (A) and (B) may be demonstrated by “verified data,” which is defined as “data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced.”

“The chartering authority may deny a charter renewal pursuant to [Criteria 1 or 2] only upon making written findings, setting forth specific facts to support the findings, that the charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to the pupils of the school, that closure of the charter school is in the best interest of pupils and, if applicable pursuant to [Criteria 1 or 2], that its decision provided greater weight to performance on measurements of academic performance.”

Criterion 3: Notwithstanding the first two criteria, the chartering authority can still deny the renewal if it finds that the charter school’s enrollment or dismissal practices are discriminatory, or the charter school has substantial fiscal or governance issues, pursuant to certain notice and cure requirements.

LAPCHS Meets Criterion 1 & 2:
Criterion 1-As a Middle-Tier School with Strong Schoolwide and Subgroup Performance – in the Context of the Students Served – on the CA Dashboard and Measurable Increases in Academic Achievement.

Criterion 2- LAPCHS Has Achieved Measurable Increases In Academic Achievement (Subsection (B) does not apply as we do not yet have a graduating class, thus we focus on (A), measurable increases in academic achievement).

The following data and discussion outlines how LAPCHS meets criterions 1 and 2.

Resident Schools and Similar Schools
In anticipation of this charter renewal petition, LACOE’s Charter Schools Office sent to LAPCHS a list of five “Resident” Schools that LAPCHS students would otherwise attend if they went to a resident school based on their home address:

- **Crenshaw High School**, a LAUSD 9-12 high schools with three small magnet academies where approximately 15% of our students would have otherwise attended.
- **Susan Miller Dorsey High School**, a traditional 9-12 LAUSD high school with three small magnet academies on campus and the resident school to approximately 5% of LA Promise Charter High School students.
- **Mervyn M. Dymally High School**, a LAUSD 9-12 high school with a magnet on the campus Approximately 5% of our students would otherwise attend Dymally High School.
- **Manual Arts Senior High School**, a LAUSD 9-12 high school with two small academies and a magnet on campus that is the resident school of approximately 12% of LAPCHS students.
• **Dr. Maya Angelou**, a traditional LAUSD 9-12 high school that approximately 5% of LAPCHS students would attend based on their home address.

• **George Washington Preparatory Academy**, a magnet school is on the campus of a 9-12 LAUSD school that would serve about 11% of LAPCHS students if they attended their resident school.

<table>
<thead>
<tr>
<th>Resident School Name</th>
<th>2019-20 Enrollment</th>
<th>Span</th>
<th>School Type</th>
<th>Enroll</th>
<th>EL %</th>
<th>SWD%</th>
<th>Socio Economically Disadv%</th>
<th>Foster/ Homeless Youth %</th>
<th>Am Indian %</th>
<th>Asian %</th>
<th>Black %</th>
<th>Filipino %</th>
<th>Hispanic %</th>
<th>Pacific Islander%</th>
<th>Two+ %</th>
<th>None %</th>
<th>White %</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA's Promise Charter High #1</td>
<td>9-11</td>
<td>C</td>
<td>153</td>
<td>34.6%</td>
<td>27.5%</td>
<td>85.5%</td>
<td>0.7%</td>
<td>0.7%</td>
<td>0.0%</td>
<td>30.1%</td>
<td>0.0%</td>
<td>30.1%</td>
<td>0.0%</td>
<td>0.7%</td>
<td>0.7%</td>
<td>0.0%</td>
<td></td>
</tr>
<tr>
<td>Crenshaw Science, Technology, Engineering, Math</td>
<td>9-12</td>
<td>M</td>
<td>678</td>
<td>18.3%</td>
<td>19.2%</td>
<td>93.7%</td>
<td>6.2%</td>
<td>0.1%</td>
<td>0.0%</td>
<td>64.5%</td>
<td>0.0%</td>
<td>33.8%</td>
<td>0.0%</td>
<td>0.9%</td>
<td>0.0%</td>
<td>0.7%</td>
<td></td>
</tr>
<tr>
<td>Susan Miller Dorsey Senior High</td>
<td>9-12</td>
<td>M</td>
<td>805</td>
<td>18.0%</td>
<td>16.6%</td>
<td>79.6%</td>
<td>4.1%</td>
<td>0.1%</td>
<td>0.1%</td>
<td>50.7%</td>
<td>0.0%</td>
<td>47.0%</td>
<td>0.0%</td>
<td>0.6%</td>
<td>0.0%</td>
<td>1.5%</td>
<td></td>
</tr>
<tr>
<td>Academy for Multilingual Arts and Science at Mervy Dymally</td>
<td>9-12</td>
<td>T</td>
<td>648</td>
<td>24.4%</td>
<td>18.7%</td>
<td>98.0%</td>
<td>3.7%</td>
<td>0.0%</td>
<td>0.2%</td>
<td>19.9%</td>
<td>0.0%</td>
<td>78.5%</td>
<td>0.2%</td>
<td>0.6%</td>
<td>0.3%</td>
<td>0.3%</td>
<td></td>
</tr>
<tr>
<td>Manual Arts Senior High</td>
<td>9-12</td>
<td>M</td>
<td>1298</td>
<td>35.1%</td>
<td>14.0%</td>
<td>86.9%</td>
<td>2.3%</td>
<td>0.5%</td>
<td>0.3%</td>
<td>14.4%</td>
<td>0.2%</td>
<td>82.8%</td>
<td>0.1%</td>
<td>0.5%</td>
<td>0.3%</td>
<td>0.9%</td>
<td></td>
</tr>
<tr>
<td>Dr. Maya Angelou Community High</td>
<td>9-12</td>
<td>T</td>
<td>1094</td>
<td>34.5%</td>
<td>12.6%</td>
<td>97.8%</td>
<td>1.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>7.4%</td>
<td>0.0%</td>
<td>91.3%</td>
<td>0.0%</td>
<td>0.2%</td>
<td>0.1%</td>
<td>1.0%</td>
<td></td>
</tr>
<tr>
<td>George Washington Preparatory High</td>
<td>9-12</td>
<td>M</td>
<td>785</td>
<td>17.1%</td>
<td>12.5%</td>
<td>96.7%</td>
<td>4.8%</td>
<td>0.5%</td>
<td>0.1%</td>
<td>41.3%</td>
<td>0.1%</td>
<td>56.1%</td>
<td>0.0%</td>
<td>1.1%</td>
<td>0.1%</td>
<td>0.6%</td>
<td></td>
</tr>
<tr>
<td>Resident School Average</td>
<td>885</td>
<td>24.6%</td>
<td>15.6%</td>
<td>92.1%</td>
<td>3.7%</td>
<td>0.2%</td>
<td>0.1%</td>
<td>33.0%</td>
<td>0.1%</td>
<td>64.9%</td>
<td>0.1%</td>
<td>0.7%</td>
<td>0.1%</td>
<td>0.8%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

T=Traditional School, C=Charter School, M=Magnet School, A=Alternative school

In addition, LACOE and LAPCHS identified six “Similar” Schools based on student demographics:

• **Animo South Los Angeles Charter**: a 9-12 charter school operated by Green Dot Public Schools

• **Mervyn M. Dymanly High**: also on the Resident Schools list, LAUSD traditional school also housing a magnet school

• **New Millenium Secondary**: a 9-12 charter school

• **University Pathways Medical Magnate**: a 9-12 LAUSD magnet school

• **University Pathways Public Service Academy**: a 9-12 traditional LAUSD school
<table>
<thead>
<tr>
<th>Similar School Name and Type</th>
<th>Span</th>
<th>School Type</th>
<th>Enroll</th>
<th>EL %</th>
<th>SWD%</th>
<th>Socio Economically Disadv%</th>
<th>Foster/ Homeless Youth %</th>
<th>Am Indian %</th>
<th>Asian %</th>
<th>Black %</th>
<th>Filipino %</th>
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<tr>
<td>LA's Promise Charter High #1</td>
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<td>27.5%</td>
<td>85.5%</td>
<td>0.7%</td>
<td>0.7%</td>
<td>0.0%</td>
<td>30.1%</td>
<td>0.0%</td>
<td>66.7%</td>
<td>0.0%</td>
<td>0.7%</td>
<td>2.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Animo South Los Angeles Charter</td>
<td>9-12</td>
<td>C</td>
<td>607</td>
<td>16.3%</td>
<td>12.5%</td>
<td>89.8%</td>
<td>4.8%</td>
<td>0.5%</td>
<td>0.0%</td>
<td>21.6%</td>
<td>0.0%</td>
<td>77.4%</td>
<td>0.0%</td>
<td>0.5%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Academy for Multilingual Arts and Science at Mervy Dymally</td>
<td>9-12</td>
<td>T</td>
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<td>18.7%</td>
<td>98.0%</td>
<td>3.7%</td>
<td>0.0%</td>
<td>0.2%</td>
<td>19.9%</td>
<td>0.0%</td>
<td>78.5%</td>
<td>0.2%</td>
<td>0.6%</td>
<td>0.3%</td>
<td>0.3%</td>
</tr>
<tr>
<td>New Millennium Secondary</td>
<td>9-12</td>
<td>C</td>
<td>192</td>
<td>12.0%</td>
<td>10.9%</td>
<td>92.2%</td>
<td>1.6%</td>
<td>0.0%</td>
<td>1.0%</td>
<td>25.5%</td>
<td>0.0%</td>
<td>66.7%</td>
<td>1.0%</td>
<td>1.6%</td>
<td>3.6%</td>
<td>0.5%</td>
</tr>
<tr>
<td>University Pathways Medical Magnet Academy</td>
<td>9-10</td>
<td>M</td>
<td>113</td>
<td>10.6%</td>
<td>5.3%</td>
<td>97.4%</td>
<td>5.3%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>34.5%</td>
<td>0.9%</td>
<td>63.7%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.9%</td>
</tr>
<tr>
<td>University Pathways Public Service Academy</td>
<td>9-10</td>
<td>T</td>
<td>210</td>
<td>16.2%</td>
<td>7.1%</td>
<td>97.1%</td>
<td>6.2%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>20.5%</td>
<td>0.0%</td>
<td>77.1%</td>
<td>0.0%</td>
<td>0.5%</td>
<td>0.0%</td>
<td>1.9%</td>
</tr>
</tbody>
</table>

% by ethnicity and subgroup

T=Traditional School, C=Charter School, M=Magnet School, A=Alternative school

Sources: [https://dq.cde.ca.gov/dataquest](https://dq.cde.ca.gov/dataquest)

As indicated in the charts above, the demographics of LAPCHS in 2019-20 were generally similar to the weighted averages of the Resident Schools and Similar Schools, with some notable exceptions:

- LAPCHS had more SWD than the Resident Schools and Similar Schools (28% compared to 16% and 11% respectively)
- LAPCHS had more English Learners than the Resident Schools and Similar Schools (35% compared to 25% and 16% respectively)
- LAPCHS has fewer Hispanic/Latinx students compared to Similar Schools (67% compared to 73%), but more compared to Resident Schools (67% compared to 65%) and more African American students compared to Similar Schools (30% compared to 24%) and less African American students compared to Resident Schools (30% compared to 33%).
CA Dashboard
We are pleased that the CDE rated LAPCHS as a “Middle Performing School” for purposes of charter renewal, based on the limited California Dashboard indicators available for our Charter School to date.\(^7\)

Source: https://www.caschooldashboard.org/reports/19101990135582/2019

As noted, we do not have some of the core indicators on our Dashboard, including ELA and Math CAASPP data (due to canceled testing in 2020), graduation data, or the College/Career Indicator, as we have not yet had a graduating class. The Dashboard for 2019 indicates that LAPCHS meets all of the met/not met criteria: Basics, Implementation of Academic Standards, Parent and Family Engagement, Local Climate Survey and Access to a Broad Course of Study. LAPCHS requires more time to participate in future years of state testing to accrue a CA Dashboard Report.

At the time of petition submission, LAPCHS lacks officially reported academic outcome data for Mathematics, English/Language Arts, or graduation rates, due to the fact that we did not administer CAASPP to our first junior class in spring 2020 because of the pandemic, and our first group of seniors are set to graduate in June 2021.

To give some context of the level of data we anticipate based on our surrounding schools, the Resident Schools ELA and Math results from the 2019 CAASPP are provided here. The Dashboards utilize “Distance from Level 3” (DF3) – also referred to as “Distance from Standard” or DFS -- as a status measure for academic progress, “which measures how far (or the distance) each student is from the Level 3 (i.e., Standard Met) Smarter Balanced performance level.”\(^8\) On average, the Resident Schools were -82 DFS in ELA, significantly lower than the state average of -3 DFS and LAUSD’s average of -24 DFS. In Math, the Resident Schools’ weighted average was -168 DFS, again, significantly lower than the state average of -34 DFS, and LAUSD’s average of -54 DFS.

2019 CAASPP
Similarly, the Resident Schools’ average graduation rate – 75% -- is lower than the state average of 86% and LAUSD’s 82%. The College and Career Indicator, which measures Career Technical Education Pathway Completion, Grade 11 CAASPP results in ELA and mathematics, Advanced Placement Exams, International Baccalaureate Exams, College Credit Course (formerly called Dual Enrollment), A–G Completion, State Seal of Biliteracy and Military Science/Leadership, assesses students’ readiness for college and/or careers. The Resident Schools’ weighted average was 22%, compared to the state average of 44% and LAUSD’s 38%.

2019 Graduation Rate and College/Career Indicator

<table>
<thead>
<tr>
<th>School</th>
<th>LA Promise Charter High School</th>
<th>Crenshaw Science, Technology, Engineering, Math, and Medicine Magnet</th>
<th>Dr. Maya Angelou Community High</th>
<th>George Washington Preparatory High</th>
<th>Manual Arts Senior High</th>
<th>Mervyn M. Dynally High</th>
<th>Susan Miller Dorsey Senior High</th>
<th>Resident Schools Average</th>
<th>LAUSD</th>
<th>CA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Enrollment</strong></td>
<td>97</td>
<td>750</td>
<td>988</td>
<td>814</td>
<td>1,339</td>
<td>736</td>
<td>892</td>
<td>607,723</td>
<td>6,186,278</td>
<td></td>
</tr>
<tr>
<td><strong>Graduation Rate</strong></td>
<td>N/A</td>
<td>76%</td>
<td>78%</td>
<td>81%</td>
<td>84%</td>
<td>78%</td>
<td>70%</td>
<td>82%</td>
<td>86%</td>
<td></td>
</tr>
<tr>
<td><strong>Growth</strong></td>
<td>N/A</td>
<td>1%</td>
<td>-2%</td>
<td>5%</td>
<td>3%</td>
<td>-4%</td>
<td>-1%</td>
<td>-3%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td><strong>College/Career</strong></td>
<td>N/A</td>
<td>17%</td>
<td>21%</td>
<td>31%</td>
<td>20%</td>
<td>21%</td>
<td>22%</td>
<td>38%</td>
<td>44%</td>
<td></td>
</tr>
<tr>
<td><strong>Growth</strong></td>
<td>N/A</td>
<td>0%</td>
<td>-2%</td>
<td>3%</td>
<td>6%</td>
<td>4%</td>
<td>-4%</td>
<td>1%</td>
<td>-1%</td>
<td>2%</td>
</tr>
</tbody>
</table>

AP Courses were offered for the first time during the 2019-20 academic year. Thirty-nine students enrolled in these courses, and took AP Exams, preparing for the exams during distance learning; 62% of all students that took AP Spanish Language passed with a 3 or higher. Several of the students that participated in this exam were New Comers students reflecting the school’s rigor and a competence for developing students in their native language. With the strong performance in our Spanish department in 2019-20 we’ve elected to offer AP Spanish Literature this year.

LAPCHS is committed to preparing students for success in College and Career. We aim to support students’ completion of A–G Coursework with a “C” or better, although our graduation requirement is “D” or better in these classes. In 2018-19 28% of our students were “A-G, C or better” on track and in 2019-20 it increased to 33%. In addition, 71% of our current seniors are on track to graduate. We continually provide support for learners in this area, with the condition that a significant number of our students enter 9th grade with reading and math skills far below
grade level proficiency. We rise to this challenge by filling in gaps through extended learning time and intervention, while providing robust standards-based instruction.

**NWEA MAP Test Growth**

LAPCHS began administering the NWEA Map Assessment in 2018-19. NWEA MAP is a nationally normed-reference assessment, used to measure growth of our students over time, and help inform teachers about individual student progress. MAP included assessments in Reading, Language Usage and Math. We administer the diagnostic assessment during the first weeks of school to set a baseline measure of students’ proficiency. MAP is utilized as our internal interim assessments, with Interim #1 (fall) administered in November and Interim #2 in March (Winter). Students in grades 9, 10, and 12 will take the year-end summative in May, during the scheduled testing period when 11th graders take CAASPP.

We are pleased that more than half of our 9th grades and 10th graders met their NWEA annual growth targets in all three subjects: Math, Reading and Language Usage in 2019-20. NWEA is based on a nationally normed bell curve, thus:

In the most general sense, about 50% of students show growth that is greater than mean normative growth, and about 50% show less than mean normative growth, as implied in the bell curve figure above. So in a general sense, one could reasonably expect that about 50% of students should meet their growth goals. When school (grade level) growth is described by a normal distribution, generally about 50% of the group will exceed mean growth and about 50% will fall below that goal.10

The NWEA author goes on to state, “What our school growth norms do not do is to account for specific demographic compositions within a school. NWEA school norms are based on a representative sampling of schools from across the country, and so our school norms will be appropriate for schools whose racial demographics parallel the racial distributions of the U.S. student population.”11 Obviously, LAPCHS’ demographics are far from national U.S. student population norms. According to the National Center for Education Statistics, in 2020-21, the 50.7 million U.S. K-12 students are 46.2% White, 27.6% Hispanic/Latinx, 15% Black; 13.7% SWD (in 2016), 10.1% EL (in 2017).12 This compares with our 2019-20 enrollment that is 67% Latinx and 30% Black, 28% SWD and 35% EL. In other words, our demographics do not represent the “norm” for NWEA. Nevertheless, the following details our students’ average per grade level NWEA MAP results from August/early September 2019 compared to March 2020 (prior to the COVID-19 shutdown) with the percentile ranking for each test administration, along with the difference in percentile. The last column shows the percentage of students in each grade, for each subject tested, who achieved their individual growth target established by NWEA.

---

10. The NWEA author goes on to state, “What our school growth norms do not do is to account for specific demographic compositions within a school. NWEA school norms are based on a representative sampling of schools from across the country, and so our school norms will be appropriate for schools whose racial demographics parallel the racial distributions of the U.S. student population.”11 Obviously, LAPCHS’ demographics are far from national U.S. student population norms. According to the National Center for Education Statistics, in 2020-21, the 50.7 million U.S. K-12 students are 46.2% White, 27.6% Hispanic/Latinx, 15% Black; 13.7% SWD (in 2016), 10.1% EL (in 2017).12 This compares with our 2019-20 enrollment that is 67% Latinx and 30% Black, 28% SWD and 35% EL. In other words, our demographics do not represent the “norm” for NWEA. Nevertheless, the following details our students’ average per grade level NWEA MAP results from August/early September 2019 compared to March 2020 (prior to the COVID-19 shutdown) with the percentile ranking for each test administration, along with the difference in percentile. The last column shows the percentage of students in each grade, for each subject tested, who achieved their individual growth target established by NWEA.
after the initial baseline test. As noted above, NWEA projects that 50% of students will exceed these goals and 50% will fall short.

<table>
<thead>
<tr>
<th>Fall 2019 NWEA 9th Grade Results</th>
<th>Reading</th>
<th>Language Usage</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th Grade Mean RIT Score</td>
<td>189</td>
<td>199.1</td>
<td>208.1</td>
</tr>
<tr>
<td>Grade Level Correlation</td>
<td>3rd-4th Grade Level</td>
<td>4th-5th Grade Level</td>
<td>4th-5th Grade Level</td>
</tr>
<tr>
<td>Mean 9th Grade Level RIT Score</td>
<td>218.9</td>
<td>216.7</td>
<td>226.4</td>
</tr>
<tr>
<td>Percentile</td>
<td>6</td>
<td>13</td>
<td>17</td>
</tr>
<tr>
<td># Students At/Above Norm Grade Level RIT</td>
<td>6</td>
<td>13</td>
<td>17</td>
</tr>
</tbody>
</table>

It is critical to understand that our students arrive at LAPCHS at a third to fourth grade level in reading, and a 4th and 5th grade level in language usage and math. Our entering freshman are among the lowest 10th percentile in both ELA and Math in the nation; almost none of our students meet or exceed national grade level norms when they enroll at LAPCHS. While lacking an abundance of public data due to the suspension of CAASPP for the 11th grade in the 2019-20 school year, the data provided through the NWEA MAP Assessment underscores that our students are making significant progress in Reading, Language Use and Math. Although the NWEA is an internal assessment, it is a national normed measure with strong alignment to how students perform on CAASP.

As indicated in the charts below, between the start of the school year and March, across all three grade levels and all three subject tests (Math, Reading and Language Usage), our students largely achieve projected targets. (See charts below).

<table>
<thead>
<tr>
<th>Fall 2019 to Winter 2020 Language Usage</th>
<th># of Students with Projections</th>
<th># of Students met projection</th>
<th>% of Students met projection</th>
<th>School CGI</th>
<th>School Conditional Growth Percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 9</td>
<td>69</td>
<td>35</td>
<td>51%</td>
<td>1.32</td>
<td>91%</td>
</tr>
<tr>
<td>Grade 10</td>
<td>36</td>
<td>26</td>
<td>72%</td>
<td>5.04</td>
<td>99%</td>
</tr>
<tr>
<td>Grade 11</td>
<td>29</td>
<td>22</td>
<td>76%</td>
<td>4.79</td>
<td>99%</td>
</tr>
<tr>
<td>Grade 9 AA</td>
<td>21</td>
<td>10</td>
<td>48%</td>
<td>0.01</td>
<td>50%</td>
</tr>
<tr>
<td>Grade 10 AA</td>
<td>9</td>
<td>6</td>
<td>67%</td>
<td>4.41</td>
<td>99%</td>
</tr>
<tr>
<td>Grade 11 AA</td>
<td>10</td>
<td>8</td>
<td>80%</td>
<td>6.97</td>
<td>99%</td>
</tr>
<tr>
<td>Grade 9 Hisp</td>
<td>47</td>
<td>25</td>
<td>53%</td>
<td>2.03</td>
<td>98%</td>
</tr>
<tr>
<td>Grade 10 Hisp</td>
<td>27</td>
<td>20</td>
<td>74%</td>
<td>5.3</td>
<td>99%</td>
</tr>
<tr>
<td>Grade 11 Hisp</td>
<td>19</td>
<td>14</td>
<td>74%</td>
<td>3.65</td>
<td>99%</td>
</tr>
<tr>
<td>Grade 9 EL</td>
<td>31</td>
<td>19</td>
<td>61%</td>
<td>4.1</td>
<td>99%</td>
</tr>
<tr>
<td>Grade 10 EL</td>
<td>11</td>
<td>8</td>
<td>73%</td>
<td>5.19</td>
<td>99%</td>
</tr>
<tr>
<td>Grade 11 EL</td>
<td>5</td>
<td>4</td>
<td>80%</td>
<td>2.23</td>
<td>99%</td>
</tr>
<tr>
<td>Grade 9 FRL</td>
<td>59</td>
<td>31</td>
<td>53%</td>
<td>1.96</td>
<td>98%</td>
</tr>
<tr>
<td></td>
<td># of Students with Projections</td>
<td># of Students met projection</td>
<td>% of Students met projection</td>
<td>School CGI</td>
<td>School Conditional Growth Percentile</td>
</tr>
<tr>
<td>---------------</td>
<td>--------------------------------</td>
<td>-----------------------------</td>
<td>-----------------------------</td>
<td>------------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td><strong>Fall 2019 to Winter 2020 Math</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 9</td>
<td>70</td>
<td>49</td>
<td>70%</td>
<td>4.03</td>
<td>99%</td>
</tr>
<tr>
<td>Grade 10</td>
<td>37</td>
<td>25</td>
<td>68%</td>
<td>1.93</td>
<td>97%</td>
</tr>
<tr>
<td>Grade 11</td>
<td>29</td>
<td>19</td>
<td>66%</td>
<td>1.79</td>
<td>96%</td>
</tr>
<tr>
<td>Grade 9 AA</td>
<td>22</td>
<td>16</td>
<td>73%</td>
<td>3.22</td>
<td>99%</td>
</tr>
<tr>
<td>Grade 10 AA</td>
<td>9</td>
<td>7</td>
<td>78%</td>
<td>2.02</td>
<td>98%</td>
</tr>
<tr>
<td>Grade 11 AA</td>
<td>10</td>
<td>6</td>
<td>60%</td>
<td>-0.2</td>
<td>42%</td>
</tr>
<tr>
<td>Grade 9 Hisp</td>
<td>47</td>
<td>32</td>
<td>68%</td>
<td>4.21</td>
<td>99%</td>
</tr>
<tr>
<td>Grade 10 Hisp</td>
<td>28</td>
<td>18</td>
<td>64%</td>
<td>1.93</td>
<td>97%</td>
</tr>
<tr>
<td>Grade 11 Hisp</td>
<td>19</td>
<td>13</td>
<td>68%</td>
<td>2.92</td>
<td>99%</td>
</tr>
<tr>
<td>Grade 9 EL</td>
<td>31</td>
<td>25</td>
<td>81%</td>
<td>5.12</td>
<td>99%</td>
</tr>
<tr>
<td>Grade 10 EL</td>
<td>12</td>
<td>7</td>
<td>58%</td>
<td>2.24</td>
<td>99%</td>
</tr>
<tr>
<td>Grade 11 EL</td>
<td>5</td>
<td>4</td>
<td>80%</td>
<td>3.4</td>
<td>99%</td>
</tr>
<tr>
<td>Grade 9 FRL</td>
<td>60</td>
<td>44</td>
<td>73%</td>
<td>4.58</td>
<td>99%</td>
</tr>
<tr>
<td>Grade 10 FRL</td>
<td>29</td>
<td>19</td>
<td>66%</td>
<td>1.41</td>
<td>92%</td>
</tr>
</tbody>
</table>

Source: NWEA Student Growth Summary Report
AA = African American, Hisp = Hispanic, EL = English Learner, FRL = Socioeconomically disadvantaged/Free and Reduced Lunch, SWD = Students with disabilities

School CGI: This is an indicator of how much the students' growth deviates from the students' growth norms. It is different from the growth index because the CGI indicates how many standard deviation units above or below the growth norm a student's growth actually was.

School Conditional Growth Percentile: Students' percentile rank for growth. If a student’s CGP is 50, this means that the student’s growth - compared to their growth projection - was greater than 50% of all students in the NWEA norm group.

**Language NWEA Analysis**

The NWEA MAP Fall 2019 to Winter 2020 interim assessments show significant growth for the entire high school, across grade levels and subgroups. The only exceptions are 9th grade Students with Disabilities at 17%, and African Americans, where 48% of 9th grade-students met their projections compared to 67% of 10th graders and 80% 11th graders. We attribute this to the fact that we have increased achievement for this subgroup every year.
Math NWEA Analysis

The NWEA MAP Fall 2019 to Winter 2020 in Math shows significant growth for the entire high school, across grade levels and subgroups with two exceptions. If student Conditional Growth Percentile (CGP) is 99%, then that group’s growth is 99% better than all students in the national norm group. Looking at LAPCHS data last school year, all 9-11th graders are performing 92-99% better than California’s 9th-11th graders who took the NWEA map for this period for all students and by sub groups except for 11th grade African American students (42%) and 11th grade Students with Disabilities (81%)—still strong results.

<table>
<thead>
<tr>
<th>Fall 2019 to Winter 2020 Reading</th>
<th># of Students</th>
<th># of Students met projection</th>
<th>% of Students met projection</th>
<th>School CGI</th>
<th>School Conditional Growth Percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 9</td>
<td>67</td>
<td>55</td>
<td>82%</td>
<td>8.81</td>
<td>99%</td>
</tr>
<tr>
<td>Grade 10</td>
<td>34</td>
<td>17</td>
<td>50%</td>
<td>-0.42</td>
<td>34%</td>
</tr>
<tr>
<td>Grade 11</td>
<td>29</td>
<td>20</td>
<td>69%</td>
<td>4.9</td>
<td>99%</td>
</tr>
<tr>
<td>Grade 9 AA</td>
<td>21</td>
<td>19</td>
<td>90%</td>
<td>8</td>
<td>99%</td>
</tr>
<tr>
<td>Grade 10 AA</td>
<td>8</td>
<td>4</td>
<td>50%</td>
<td>1.78</td>
<td>96%</td>
</tr>
<tr>
<td>Grade 11 AA</td>
<td>10</td>
<td>8</td>
<td>80%</td>
<td>4.44</td>
<td>99%</td>
</tr>
<tr>
<td>Grade 9 Hisp</td>
<td>45</td>
<td>35</td>
<td>78%</td>
<td>9.21</td>
<td>99%</td>
</tr>
<tr>
<td>Grade 10 Hisp</td>
<td>26</td>
<td>13</td>
<td>50%</td>
<td>-1.15</td>
<td>13%</td>
</tr>
<tr>
<td>Grade 11 Hisp</td>
<td>19</td>
<td>12</td>
<td>63%</td>
<td>5.14</td>
<td>99%</td>
</tr>
<tr>
<td>Grade 9 EL</td>
<td>30</td>
<td>21</td>
<td>70%</td>
<td>7.81</td>
<td>99%</td>
</tr>
<tr>
<td>Grade 10 EL</td>
<td>11</td>
<td>5</td>
<td>45%</td>
<td>-4.57</td>
<td>1%</td>
</tr>
<tr>
<td>Grade 11 EL</td>
<td>5</td>
<td>3</td>
<td>60%</td>
<td>4.06</td>
<td>99%</td>
</tr>
<tr>
<td>Grade 9 FRL</td>
<td>57</td>
<td>46</td>
<td>81%</td>
<td>8.64</td>
<td>99%</td>
</tr>
<tr>
<td>Grade 10 FRL</td>
<td>26</td>
<td>14</td>
<td>54%</td>
<td>-0.3</td>
<td>38%</td>
</tr>
<tr>
<td>Grade 11 FRL</td>
<td>28</td>
<td>20</td>
<td>71%</td>
<td>5.14</td>
<td>99%</td>
</tr>
</tbody>
</table>
Reading NWEA Analysis

The NWEA MAP Fall 2019 to Winter 2020 in Reading shows significant growth for the entire high school, across grade levels and subgroups with a few exceptions. If student Conditional Growth Percentile (CGP) is 99% than that groups’ growth is 99% better than all students in the national norm group. Upon analysis of LAPCHS’ data last school year, all 9-11th graders are performing 96-99% better than California’s 9th-11th graders who took the NWEA map for this period for all students and by sub groups. The exception is for 10th graders overall (34%), 10th grade Hispanic students (13%), 10th grade EL students (1%), and 10th grade FRL (38%)—still strong results. The implementation of Engage NY and Achieve 3000, as well as teacher professional development through the CA Reading and Literature project are factors that increased student performance in reading.

In looking at subgroup outcomes, we are particularly proud of the outcomes for our Black students, which in many cases outperform their Latinx peers – an uncommon scenario at public schools in California. Our SWD similarly have strong results, 99% across grade levels, relative to the overall student population.

English Learner Progress

The English Learner Progress indicator divides the four levels of the ELPAC exam into six ELPI levels to determine how many students at a school gain at least one ELPI level that year on the ELPAC. Based on this analysis, on the 2019 spring ELPAC, 14.2% of our ELs gained at least one ELPI level, 7.1% maintained ELPI level 4, 42.8% maintained ELPI levels 1, 2L, 2H, 3L or 3H, and 35.7% decreased at least one ELPI level:
It is critical to fully understand the context of the students that we serve. Under California law, Long-Term English Learners (LTELs) are defined as those students who are enrolled in grades 6 to 12, have been enrolled in schools in the United States for more than six years, and have remained at the same English language proficiency level for two or more consecutive years as determined by the state's annual English language development test. (Cal. Ed. Code 313.1(a)(1).) In 2018-19, of the 23 students enrolled at LAPCHS who were classified as ELs:\(^{13}\):

- 23 students (23.7% of total enrollment), were ELs, with another 27 RFEP
- 10 of our ELs – 43.5% -- were LTELs\(^{14}\)
- Another 2 ELs were “At-Risk” of LTEL status (4-5 years without reclassification)
- 11 ELs were “Newcomers” (0-3 years).

Unfortunately, in 2018-19, only 21.4% of our ELs demonstrated progress, on par with one of the Resident Schools (Crenshaw Science, at 21%), but lower than the other four Resident Schools and the Similar Schools. The strong response to improve this is detailed in the sections below.

### Resident Schools EL Progress 2019

<table>
<thead>
<tr>
<th>School</th>
<th>LA Promise Charter High School</th>
<th>Crenshaw Science, Technology, Engineering, Math, and Medicine Magnet</th>
<th>Dr. Maya Angelou Community High</th>
<th>George Washington Preparatory High</th>
<th>Manual Arts Senior High</th>
<th>Mervyn M. Dymally High</th>
<th>Susan Miller Dorsey Senior High</th>
<th>Resident Schools Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learner Progress</td>
<td>N/A</td>
<td>21%</td>
<td>41%</td>
<td>40%</td>
<td>36%</td>
<td>39%</td>
<td>30%</td>
<td>35%</td>
</tr>
</tbody>
</table>

### Similar Schools EL Progress 2019

<table>
<thead>
<tr>
<th>School</th>
<th>LA Promise Charter High School</th>
<th>Animo South Los Angeles Charter</th>
<th>Mervyn M. Dymally High</th>
<th>New Millennium Secondary</th>
<th>University Pathways Medical Magnet Academy</th>
<th>University Pathways Public Service Academy</th>
<th>Similar Schools Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learner Progress</td>
<td>N/A</td>
<td>45%</td>
<td>39%</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>81%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>EL Enrollment</th>
<th>Reclassification Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>14</td>
<td>0%</td>
</tr>
<tr>
<td>2018-19</td>
<td>23</td>
<td>7%</td>
</tr>
<tr>
<td>2019-20</td>
<td>53</td>
<td>4.3%</td>
</tr>
</tbody>
</table>

We note that our EL reclassification rate in 2018-19 was 7% and in 2019-20 was 4.3%. With a small student population, we reclassified 1 student each of those years, but had a decrease due to our enrollment increase. The failure to reclassify students in our initial year was attributable to our reclassification criteria, which were more stringent than LAUSD’s reclassification criteria. Prior to 2019-20, in addition to achieving a “4” on the ELPAC and other criteria, we required that students achieve “a grade of B or better for two consecutive semesters,” and score “Met” or “Exceeds” standards on the ELA portion of the CAASPP.

Starting in 2019-20, we modified our reclassification criteria to align with the California Department of Education standards:

1. Overall score of 4 on ELPAC Language Assessment
2. Exceeds, meets, or high range of nearly meets on the ELA portion of the CAASPP Summative Assessment, or NWEA Summative Assessment
3. Grade of C or better for 2 consecutive semesters in English/Language Arts
4. Lexile Reading level no more than 2 years below grade level
5. Teacher recommendation
6. Parent/guardian approval.15
These criteria also aligned more closely with LAUSD’s reclassification criteria, which require a grade of “C” or better in ELA classes, and allow a score of Basic/Proficient/Advanced on a Reading Inventory assessment as an alternative to achieving a Met/Exceeded on the CAASPP.16

Our ELD Program includes both Designated ELD and Integrated ELD as prescribed in the California English Learner Roadmap. ELs who are level 1-3 are enrolled in designated ELD to further language proficiency. The Designated ELD teachers have been trained through ongoing professional learning on-site, through the CA Reading and Literature Project (CRLP), as well as attendance in outside workshops and conferences including Kate Kinsella training at LACOE, EL Shadowing, and EL Rise Training. In Designated ELD classes, we emphasize that English is used purposefully, that peer-to-peer discourse is used daily so students can interact in meaningful ways, and that students are equipped with skills to apply language to academic tasks. In terms of integrated ELD, we are clear that ALL teachers are responsible for providing students with scaffolds and access to core content learning. To ensure that every teacher has the necessary tools to address the needs of English Learners in their content area, our work with CRLP provides a set of instructional routines (CALL strategies) that further academic English Language Development. Math and Science teachers also work with their content coaches to deepen academic content learning and provide scaffolds that build academic vocabulary.

We are adopting several key EL strategies to help our diverse ELs (newcomers, LTE/ELs, SWD/ELs) including the following, to help realize better proficiency and academic outcomes:

• Adoption and training in Rosetta Stone.
• One dedicated Designated ELD teacher, to focus exclusively on increasing language proficiency. The teacher will receive ongoing training including EL RISE, formative assessment workshops, and EL PAC training.
• Increased levels of training for all teachers for Integrated ELD, based on Kate Kinsella’s Strategies and Academic English Language Development for Adolescent English Learners.
• Teacher use of Language Functions during daily lessons (i.e. compare contrast, summarize, taking a supporting position) learned through CRLP Professional learning.
• More intentional, targeted support during Power Hour with common lessons and activities.
• Use of Cengage curriculum; Inside the USA and EDGE.

Our outlook to serving English Learners is also grounded in equity and access. Bilingualism is a gift and we foster pride in students’ culture and language whether they are a native or heritage speaker. In addition to our pedagogical approach, we ensure that all English learners have appropriate accommodations, support in primary language as needed by bilingual aides, quality instruction and high expectations. Seeing our English Learners flourish as they communicate in English as they gain proficiency and confidence is a source of pride for our school community.

**Chronic Absenteeism**

We are unclear why CDE did not issue a chronic absenteeism card for LAPCHS. In 2018-19, our chronic absenteeism rate was 26.1%; in 2019-20, it was 26.4%. Many of our students enter our high school with a history of chronic absenteeism. In fact, problematic attendance is often a
factor that draws families to our small personalized learning environment. Chronic absenteeism was stagnant between years. The school has addressed chronic absenteeism through the implementation of early systems for monitoring and tracking students with problematic attendance, and increased outreach to disengaged learners. Outreach efforts intensified this past summer, as we reflected upon the root causes of chronic absenteeism, and appropriate solutions with awareness of the challenges our students and families experience with distance learning. To date we’ve reduced it to 24%.

LAPCHS has increased focused on chronic absenteeism as a growth area. We hired a dedicated Office Coordinator in 2019-20 to specifically monitor daily attendance. We increased outreach to chronically absent students (defined as those out of school more than 10% of instructional time). Outreach efforts include daily phone calls, parent team meetings, and home visits (conducted with social distancing during distance learning). We have joined the CA Association of Supervisors of Child Welfare and Attendance State Conference (CASCWA), to collaborate with experts in the field to respond to chronic absenteeism and learn best practice. Since we know that attendance is connected to engagement, we have increased methods for increasing disengaged learning. During distance learning, we have adopted a tiered approach to address social emotional needs and anxieties.

In response to the 26% chronic absenteeism rate between 2018 to 2019, which is similar to that of our Similar Schools who also average a 26% chronic absenteeism rate, we assembled a School Attendance Review Team (SART) that meets weekly to review and respond to attendance data. The team is led by the principal and included our School Business Operations Manager, Office Coordinator, School Psychologist, and social work interns. The agenda includes a review of prior actions, current attendance data, and identification of target students in need of intervention. SART includes progressive interventions:

- Formal letter and outreach for support
- Additional communication, written action plan based on meeting with family
- Adoption of an ongoing case management model with an action plan that may include referral to outside agencies for support

Average Daily Attendance is monitored and reported daily, and we impart early intervention (parent contact immediately following consecutive absences) in order to catch patterns in student attendance and provide intervention before leading to chronic absenteeism. In order to engage Black Students and families, the current school team has emphasized building relationships through Promise Time, Wolf Pack Wednesdays, PBIS initiatives, culturally responsive teaching and representation in history and literature, mentoring, Black College Expo and speakers from HBCU. Additionally, the principal has identified families to reach out to and personally invite to school events. The focus on a more proactive approach to early identification through the SART Team will support individual attendance plans that lead to engaging students and families in meaningful ways.
Regarding Suspension, LAPCHS is in the Orange, or second-lowest tier, with a suspension rate in 2018-19 of 5.0% of students suspended at least once, an increase of 0.8% over the prior year. For 2019-20, we are pleased to say that our suspension rate was 0%.

LAPCHS has focused on providing students with a positive school climate and culture. During the second year, the foundations of positive behavioral interventions and supports (“PBIS”) were established with the goal of providing clear and consistent behavioral expectations for learners, and systems for managing student behavior for staff that was restorative rather than punitive in nature. Additionally, campus aides and social work interns through USC provided more caring adults on campus and support for students. Promise Time was established as a time dedicated to social-emotional learning. Over the years, all staff has been actively engaged in the implementation of PBIS that was integral to improving school climate and culture. Students’ behaviors are addressed through a social justice lens. A Dean of Student Culture was hired to lead this work. Behavior infractions are addressed through the steps of the PBIS plan, where students are engaged in a process where they understand how behaviors impact the school community, and what can be done differently in the future to avoid disruptive behaviors through improved decision making. A PBIS Team conducts restorative circles, and parents are contacted and involved to support the Charter School in addressing the behaviors. Alternatives to suspension and other means of correction implemented. In lieu of suspensions, students may research a topic and present to their peers, create a PSA or project, or be excluded from an event.

In our second year of partnership with LACOE for the PBIS cohort, we have reshaped the learning environment. This has led to a decrease in suspension rates, staff retention, and a comprehensive Multi-Tiered Systems of Support (“MTSS”) plan that addresses the needs of staff and learners. The success of PBIS can be seen in all elements of the Charter School. During distance learning, the relationships between teachers and students served as a tremendous support during a difficult time. This is evidenced by high levels of engagement, with our distance learning attendance/participation averaging 92%.

Subgroup data on suspensions has been relatively consistent with the exception of African American students, who were disproportionately suspended in 2018-19 at 9.3%, compared to 2.7% for Latinx students.
Our suspension rate in 2018-19 was higher than the other Resident Schools though Dymally was at 4%, and compared to the Similar Schools, we were on par with Animo South LA (5%) and New Millenium (6%). In addition to the initiatives described below, the school has made material revisions to element 10 of the original petition and has continuously revised policies in a mindful manner to keep the campus safe and calm.

### Resident Schools 2018-19 Suspension Rate

<table>
<thead>
<tr>
<th>School</th>
<th>LA Promise Charter High School</th>
<th>Crenshaw Science, Technology, Engineering, Math, and Medicine Magnet</th>
<th>Dr. Maya Angelou Community High</th>
<th>George Washington Preparatory High</th>
<th>Manual Arts Senior High</th>
<th>Mervyn M. Dymally High</th>
<th>Susan Miller Dorsey Senior High</th>
<th>Resident Schools Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suspension Rate</td>
<td>5%</td>
<td>1%</td>
<td>0%</td>
<td>1%</td>
<td>0%</td>
<td>4%</td>
<td>2%</td>
<td>1%</td>
</tr>
</tbody>
</table>

### Similar Schools 2018-19 Suspension Rate

<table>
<thead>
<tr>
<th>School</th>
<th>LA Promise Charter High School</th>
<th>Animo South Los Angeles Charter</th>
<th>Mervyn M. Dymally High</th>
<th>New Millennium Secondary</th>
<th>University Pathways Medical Magnet Academy</th>
<th>University Pathways Public Service Academy</th>
<th>Similar Schools Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suspension Rate</td>
<td>5%</td>
<td>5%</td>
<td>4%</td>
<td>6%</td>
<td>0%</td>
<td>0%</td>
<td>4%</td>
</tr>
</tbody>
</table>

In looking at our subgroups compared to the Resident and Similar Schools, Dymally had a higher African American suspension rate at 10% (compared to our 9%); New Millennium was at 11%. Animo’s SED (5% equal to our 5%) and Latinx (5%) was higher than our 3%, while their African American (6%) was lower than ours.

### Resident Schools 2018-19 Subgroup Suspension Rate

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>5%</td>
<td>1%</td>
<td>0%</td>
<td>1%</td>
<td>0%</td>
<td>4%</td>
<td>3%</td>
</tr>
<tr>
<td>Hispanic/Latinx</td>
<td>3%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>African American</td>
<td>9%</td>
<td>2%</td>
<td>0%</td>
<td>3%</td>
<td>0%</td>
<td>10%</td>
<td>3%</td>
</tr>
</tbody>
</table>
Measurable Pupil Outcomes
In large part, LAPCHS did not meet all MPOs due to an absence of public data due to two main factors; 1) the first year of the charter term (2016-17) was a planning year, 2) data for our first 11th grade CAASPP is not available due to the suspension of CAASPP and ELPAC as a result of COVID-19. The school has shown a strong pattern of growth as evidenced by NWEA data, last administered in March 2020, two weeks prior to the physical school closure due to COVID. The school would have met more outcomes had these factors not been present within the term of the first charter petition. For the upcoming charter term, we have developed MPOs that align with state priorities and reflect our performance in a clear manner for stakeholders.

<table>
<thead>
<tr>
<th>Measurable Outcomes</th>
<th>School Performance</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. All core subject teachers will be appropriately assigned, credentialed and</td>
<td>Year</td>
<td></td>
</tr>
<tr>
<td>authorized in the subject area(s) for the classes they teach. (100 of core</td>
<td>School Annual Report (SAR)</td>
<td>Outcome Met?</td>
</tr>
<tr>
<td>teachers will be compliant with EDC 44258.9 and all applicable Williams</td>
<td>2016-17 PLANNING YEAR</td>
<td>N/A</td>
</tr>
<tr>
<td>legislation)</td>
<td>100</td>
<td>YES</td>
</tr>
<tr>
<td></td>
<td>75</td>
<td>NO</td>
</tr>
<tr>
<td></td>
<td>For this year only</td>
<td></td>
</tr>
<tr>
<td></td>
<td>100</td>
<td>YES</td>
</tr>
<tr>
<td>2. All students will have access to California Common Core State Standards-aligned,</td>
<td>Year</td>
<td></td>
</tr>
<tr>
<td>Next Generation Science Standards-aligned, or History-social science content</td>
<td>School Annual Report</td>
<td>Outcome Met?</td>
</tr>
<tr>
<td>standards aligned course materials – as applicable – and additional materials as</td>
<td>2016-17 PLANNING YEAR</td>
<td>N/A</td>
</tr>
<tr>
<td>outlined in the charter petition. (100 compliance with EDC 60119)</td>
<td>100</td>
<td>YES</td>
</tr>
<tr>
<td></td>
<td>100</td>
<td>YES</td>
</tr>
<tr>
<td></td>
<td>100</td>
<td>YES</td>
</tr>
<tr>
<td>3. School facilities will be clean and maintained in good repair. (&gt; 90, 91, 92,</td>
<td>Year</td>
<td></td>
</tr>
<tr>
<td>92.5 of items in compliance or good repair; 100 of items in disrepair fixed by</td>
<td>School Annual Report-Facilities Report (target)</td>
<td>Outcome Met?</td>
</tr>
<tr>
<td>the next inspection)</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>
4. School will fully implement state standards in all core subjects, including the CCSS in Math and ELA. (1) All new teachers will attend CCSS-aligned PD; (2) Teachers will earn an average of 3 out of 4 on the classroom observation tool rubric on items involving CCSS implementation.)

<table>
<thead>
<tr>
<th>Year</th>
<th>School Annual Report (target)</th>
<th>Outcome Met?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>PLANNING YEAR</td>
<td>N/A</td>
</tr>
<tr>
<td>2017-18</td>
<td>81/81 = 100, N/A (&gt;90)</td>
<td>YES</td>
</tr>
<tr>
<td>2018-19</td>
<td>1/29/19: 81/81 = 100 (&gt;91)</td>
<td>YES</td>
</tr>
<tr>
<td>2019-20</td>
<td>12/4/19: 81/81=100 &gt;92)</td>
<td>YES</td>
</tr>
</tbody>
</table>

5. The School will support a community of learners (Parents, Staff and Students) with parent involvement in workshops, activities and input opportunities. (1) baseline, increase of no less than 3,3, 2.5, 2.5 in parent satisfaction with opportunities for participation in school events and school life on annual survey (2) At least 80, 81, 82, 83 of parents will attend at least two school events per year. (3) 72, 75, 78, 80 of eligible parents will attend parent-student-teacher conferences.)

<table>
<thead>
<tr>
<th>Year</th>
<th>SAR: P satisfaction, 2+ events, PST conf</th>
<th>Outcome Met?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>PLANNING YEAR</td>
<td>N/A</td>
</tr>
<tr>
<td>2017-18</td>
<td>Yes, Avg. score 2.3</td>
<td>NO</td>
</tr>
<tr>
<td>2018-19</td>
<td>Yes, Avg score 3.0</td>
<td>YES</td>
</tr>
<tr>
<td>2019-20</td>
<td>Yes, Avg. score 3.2</td>
<td>YES</td>
</tr>
<tr>
<td>2016-17</td>
<td>PLANNING YEAR</td>
<td>N/A</td>
</tr>
<tr>
<td>2017-18</td>
<td>80%</td>
<td>YES</td>
</tr>
<tr>
<td>2018-19</td>
<td>Data not verified</td>
<td>NO</td>
</tr>
<tr>
<td>2019-20</td>
<td>70%</td>
<td>NO</td>
</tr>
</tbody>
</table>

Data was collected for in-person attendance before March, and through virtual attendance after physical school closure.

Although we fell slightly short of the outcome, there was an increase after distance learning, due to the school’s outreach efforts, and expanded virtual opportunities for working parents.
6. Students will be expected to demonstrate annual progress towards mastering grade level standards. (baseline in 19-20 then Increase of students achieving “Standard Met” or “Standard Exceeded” school-wide and for all significant subgroups in ELA and math by 2 from prior year)

<table>
<thead>
<tr>
<th>Year</th>
<th>CA Dashboard</th>
<th>Outcome Met?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>PLANNING YEAR</td>
<td>N/A</td>
</tr>
<tr>
<td>2017-18</td>
<td>N/A- No 11th grade</td>
<td>N/A</td>
</tr>
<tr>
<td>2018-19</td>
<td>N/A- No 11th grade</td>
<td>N/A</td>
</tr>
<tr>
<td>2019-20</td>
<td>CAASPP suspended due to COVID-19</td>
<td>N/A</td>
</tr>
</tbody>
</table>

7. The school’s annual API (or successor indicator) will meet or exceed point growth targets as set by the California Department of Education, per the State Board of Education’s new accountability system. YELLOW, GREEN or BLUE on ELA and Math both schoolwide and for all subgroups?

<table>
<thead>
<tr>
<th>Year</th>
<th>CA Dashboard</th>
<th>Outcome Met?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>PLANNING YEAR</td>
<td>N/A</td>
</tr>
<tr>
<td>2017-18</td>
<td>N/A- No 11th grade data</td>
<td>N/A</td>
</tr>
<tr>
<td>2018-19</td>
<td>N/A- No 11th grade data</td>
<td>N/A</td>
</tr>
<tr>
<td>2019-20</td>
<td>CAASPP suspended due to COVID-19</td>
<td>N/A</td>
</tr>
</tbody>
</table>

8. A-G Course of Study Completion Rates (College Readiness) - Number of students on track to complete A-G requirements successfully by graduation will increase each year. (75, 78, 81, 83 of students will be on track to complete A-G requirements)

<table>
<thead>
<tr>
<th>Year</th>
<th>School Annual Report (target)</th>
<th>Outcome Met?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>PLANNING YEAR</td>
<td>N/A</td>
</tr>
<tr>
<td>2017-18</td>
<td>33% (75) [SAR] Grade 9 only</td>
<td>NO</td>
</tr>
<tr>
<td></td>
<td>Students did not pass classes, due to gaps in foundational Math and ELA Skills- the school needed a stronger intervention program.</td>
<td></td>
</tr>
<tr>
<td>2018-19</td>
<td>28% (78) [SAR] Grades 9-10</td>
<td>NO</td>
</tr>
<tr>
<td></td>
<td>In response, the school created expanded opportunities for both intervention and credit recovery through the APEX program.</td>
<td></td>
</tr>
<tr>
<td>2019-20</td>
<td>28% (81) [SAR] Grades 9-11</td>
<td>NO</td>
</tr>
<tr>
<td></td>
<td>Due to the pandemic, students still struggle with passage rates. This is the main focus for improvement.</td>
<td></td>
</tr>
</tbody>
</table>

9. EL students will advance at least one level on the ELPAC each year. (baseline, EL students
will advance at least one performance level on the annual ELPAC at no less than 4 more than the baseline year, EL students will advance at least one performance level on the ELPAC at no less than 3, 3 of the previous year.

<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
<th>Outcome Met?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>PLANNING YEAR</td>
<td>N/A</td>
</tr>
<tr>
<td>2017-18</td>
<td>Baseline Data</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>CELDT Administered to grade 9</td>
<td>N/A</td>
</tr>
<tr>
<td>2018-19</td>
<td>The school administered the ELPAC to grades 9-10</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>Since the CELDT and ELPAC are different assessments, and the CELDT was only</td>
<td></td>
</tr>
<tr>
<td></td>
<td>administered to 9th graders, there is not a standard way to determine the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>increase in levels.</td>
<td></td>
</tr>
<tr>
<td>2019-20</td>
<td>Summative ELPAC Suspended due to COVID-19</td>
<td>In Progress</td>
</tr>
<tr>
<td></td>
<td>In Progress: The school has administered the Optional Summative to students</td>
<td></td>
</tr>
<tr>
<td></td>
<td>on the cusp of reclassification.</td>
<td></td>
</tr>
</tbody>
</table>

10. The reclassification rate will increase each year. (14, 15, 16, 17 reclassification rate)

<table>
<thead>
<tr>
<th>Year</th>
<th>DataQuest (target)</th>
<th>Outcome Met?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>PLANNING YEAR</td>
<td>N/A</td>
</tr>
<tr>
<td>2017-18</td>
<td>7.10%</td>
<td>YES</td>
</tr>
<tr>
<td>2018-19</td>
<td>4.30%</td>
<td>NO</td>
</tr>
<tr>
<td></td>
<td>The percentage decreased due to an increase in the number of students (grades 9-10)</td>
<td></td>
</tr>
<tr>
<td>2019-20</td>
<td>ELPAC not administered suspended due to DL</td>
<td>In Progress</td>
</tr>
<tr>
<td></td>
<td>In Progress: The school has administered the Optional Summative to students</td>
<td></td>
</tr>
<tr>
<td></td>
<td>on the cusp of reclassification in October 2020, and in in process of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>reclassification based on recent NWEA Data</td>
<td></td>
</tr>
</tbody>
</table>

11. AP Examination Pass Rate - The School will realize annual increases in the percent of students passing AP exams with a score of 3 or higher. (AP courses will not be offered in Year 1 or 2; however, if a student elects to take an AP Exam independently, the School will request a score report and maintain the results record, baseline rate, The AP exam pass rate shall increase by 2)

<table>
<thead>
<tr>
<th>Year</th>
<th>School Annual Report (target)</th>
<th>Outcome Met?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>PLANNING YEAR</td>
<td>N/A</td>
</tr>
<tr>
<td>2017-18</td>
<td>N/A- AP courses not offered</td>
<td>N/A</td>
</tr>
<tr>
<td>2018-19</td>
<td>N/A- AP courses not offered</td>
<td>N/A</td>
</tr>
</tbody>
</table>
### AP Courses offered for 11th grade class:
- 28% Overall Passage Rate
- English Language-8%
- Spanish- 62%
- United States History- 15%

<table>
<thead>
<tr>
<th>Year</th>
<th>DataQuest (target)</th>
<th>Outcome Met?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>PLANNING YEAR</td>
<td>N/A</td>
</tr>
<tr>
<td>2017-18</td>
<td>N/A- only grade 9 enrolled</td>
<td>N/A</td>
</tr>
<tr>
<td>2018-19</td>
<td>N/A- grades 9-10 enrolled</td>
<td>N/A</td>
</tr>
<tr>
<td>2019-20</td>
<td>CAASPP not administered, suspended due to DL</td>
<td>N/A</td>
</tr>
</tbody>
</table>

12. Early Assessment Program (EAP) College Preparedness Rate - The School will use results from EAP to help measure college-readiness. (CAASPP summative will not be administered in 9th or 10th grade, Establish baseline students achieving “Standard Exceeded” or “Standard Met” on the CAASPP ELA and math summative assessment schoolwide and for all significant subgroups, The of students achieving “Standard Exceeded” or “Standard Met” on the CAASPP ELA and math summative assessment shall increase by 2 schoolwide and for all significant subgroups)

<table>
<thead>
<tr>
<th>Year</th>
<th>School Annual Report (target)</th>
<th>Outcome Met?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>PLANNING YEAR</td>
<td>N/A</td>
</tr>
<tr>
<td>2017-18</td>
<td>94% (&gt;92%)</td>
<td>YES</td>
</tr>
<tr>
<td>2018-19</td>
<td>93% (&gt;93%)</td>
<td>YES</td>
</tr>
</tbody>
</table>
| 2019-20 | 93% (>94%)* CA State attendance reporting suspended due to DL | NO | Due to the pandemic, the school fell short by only 1%.

13. A The School will maintain a high Cumulative Attendance Rate school wide and for all statistically significant subgroups. (The cumulative attendance rate shall exceed 92, 93, 94, 95)

<table>
<thead>
<tr>
<th>Year</th>
<th>DataQuest (target)</th>
<th>Outcome Met?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>PLANNING YEAR</td>
<td>N/A</td>
</tr>
<tr>
<td>2017-18</td>
<td>17% (&lt;12)</td>
<td>NO</td>
</tr>
<tr>
<td>2018-19</td>
<td>26% (&lt;11)</td>
<td>NO</td>
</tr>
<tr>
<td>2019-20</td>
<td>25% (&lt;10)* Internal data, attendance reporting suspended due to COVID-19</td>
<td>NO</td>
</tr>
</tbody>
</table>
15. The School will prevent dropouts by ensuring all students have access to quality curriculum, that parents are engaged, and that there are effective wrap-around supports for students at-risk of dropping out. (The preliminary 1 year cohort dropout rate shall not exceed 15, 2 year cohort dropout rate shall not exceed 15, 3 year cohort dropout rate shall not exceed 14.5, 4 year cohort dropout rate shall not exceed 14.5)

<table>
<thead>
<tr>
<th>Year</th>
<th>School Annual Report (target)</th>
<th>Outcome Met?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>PLANNING YEAR</td>
<td>N/A</td>
</tr>
<tr>
<td>2017-18</td>
<td>0% (&lt;15)</td>
<td>YES</td>
</tr>
<tr>
<td>2018-19</td>
<td>0% (&lt;15)</td>
<td>YES</td>
</tr>
<tr>
<td>2019-20</td>
<td>0% (&lt;15)</td>
<td>YES</td>
</tr>
</tbody>
</table>

16. Graduation Rate - The School will maintain high graduation rates (with the longitudinal goal of reaching 95 4-Year Cohort Graduation Rate). (At least one student graduates within 3 years, The School shall meet or exceed a 4-year cohort graduation rate of 75)

<table>
<thead>
<tr>
<th>Year</th>
<th>School Annual Report (target)</th>
<th>Outcome Met?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>PLANNING YEAR</td>
<td>N/A</td>
</tr>
<tr>
<td>2017-18</td>
<td>N/A- No grads</td>
<td>N/A</td>
</tr>
<tr>
<td>2018-19</td>
<td>N/A- No grads</td>
<td>N/A</td>
</tr>
<tr>
<td>2019-20</td>
<td>N/A- No grads</td>
<td>N/A</td>
</tr>
</tbody>
</table>

17. The School will minimize the use of suspensions. (Suspension rate shall not exceed 2.)

<table>
<thead>
<tr>
<th>Year</th>
<th>DataQuest (target)</th>
<th>Outcome Met?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>PLANNING YEAR</td>
<td>N/A</td>
</tr>
<tr>
<td>2017-18</td>
<td>4 (&lt; 2)</td>
<td>NO</td>
</tr>
<tr>
<td>2018-19</td>
<td>6 (&lt;2)</td>
<td>NO</td>
</tr>
<tr>
<td>2019-20</td>
<td>0 (&lt;2)</td>
<td>YES</td>
</tr>
</tbody>
</table>

18. The School will minimize the use of expulsion. (Expulsion rate shall not exceed 1.)

<table>
<thead>
<tr>
<th>Year</th>
<th>DataQuest (target)</th>
<th>Outcome Met?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>PLANNING YEAR</td>
<td>N/A</td>
</tr>
<tr>
<td>2017-18</td>
<td>0 (&lt; 1)</td>
<td>YES</td>
</tr>
<tr>
<td>2018-19</td>
<td>0 (&lt; 1)</td>
<td>YES</td>
</tr>
<tr>
<td>2019-20</td>
<td>0 (&lt; 1)</td>
<td>YES</td>
</tr>
</tbody>
</table>

19. The School will maintain a high level of satisfaction from students on the Annual School Climate Survey. (baseline, positive responses among students shall increase by no less than 4)

<table>
<thead>
<tr>
<th>Year</th>
<th>School Annual Report (target)</th>
<th>Outcome Met?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>PLANNING YEAR</td>
<td>N/A</td>
</tr>
</tbody>
</table>
from the baseline, positive responses shall among students shall increase by no less than 3 from the previous year.)

<table>
<thead>
<tr>
<th>Year</th>
<th>School Annual Report / Petition</th>
<th>Outcome Met?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>70% (baseline)</td>
<td>YES</td>
</tr>
<tr>
<td>2018-19</td>
<td>48%</td>
<td>NO</td>
</tr>
<tr>
<td>2019-20</td>
<td>62%</td>
<td>In Progress: There was difficulty completing the survey due to distance learning.</td>
</tr>
</tbody>
</table>

This decrease in satisfaction was in part due to low completion rates, as the survey was administered later in the school year.

20. All students will have access to a broad course of study in English, Math, Social Studies, Science, Health/PE, and visual/performance arts, and extended learning opportunities as outlined in the School’s charter petition. (All students will have access to the course sequence outlined in the School’s charter petition, and the pursuit of WASC accreditation in Year 3.)

<table>
<thead>
<tr>
<th>Year</th>
<th>School Annual Report / Petition</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>PLANNING YEAR</td>
</tr>
<tr>
<td>2017-18</td>
<td>Spanish 1 was not offered [Page 43 of original charter]</td>
</tr>
<tr>
<td>2018-19</td>
<td>Spanish 1 offered; The school was awarded Initial WASC accreditation</td>
</tr>
<tr>
<td>2019-20</td>
<td>Yes, all courses were offered</td>
</tr>
</tbody>
</table>

21. Students will demonstrate grade level proficiency in English literacy. (60, 65, 69, 73 of students will achieve a grade level equivalent lexile of no more than 2 grades below their current grade level.)

<table>
<thead>
<tr>
<th>Year</th>
<th>School Annual Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>PLANNING YEAR</td>
</tr>
<tr>
<td>2017-18</td>
<td>Baseline Data</td>
</tr>
<tr>
<td>2018-19</td>
<td>9% (&gt;60%).</td>
</tr>
<tr>
<td>2019-20</td>
<td>9% at mid-year level-set in December- (&gt;65%).</td>
</tr>
</tbody>
</table>

The school was unable to hire a qualified Spanish Teacher, despite ongoing efforts.

Incomplete
Due to COVID-19, a year-end Lexile was not administered. We believe
While some outcomes were met, others were not. Even given this absence much of the other data captured within our data section indicates that there are important aspects of our program that have met our expectations, while others will require adjustments that have already been made. Still, we have engaged in analysis, and provide these actions based on non-met MPOs. More details of our improvement efforts are embedded in our instructional program.

- **Improved Data Systems, Tracking, and Use** - Our current data team has expanded to include systems and strategies, allowing members to focus on refining the current systems, and more effectively tracking both academic and school climate data. The instructional leadership team is highly focused on using multiple assessment tools to monitor students’ progress, and work with teachers to analyze data, use formative and summative assessments to guide instructional planning, and provide more targeted interventions. In the upcoming term, there will be increased emphasis on data collection, tracking and reporting to stakeholders.

- **A-G Course Completion Rates** - This area continues to be a challenge to meet in the current climate. While participation/attendance for distance learning is strong (averaging 92% for fall semester 2020), work completion is an area of concern. The school has implemented an improvement team including school leaders, teachers and counselors to develop differentiated support tiers depending on the needs of the learners. The school is training teachers to improve intervention to both fill in gaps and at the same time, recover credits. Power Hour is a time within the school day to achieve this. Also, there is an emphasis on early intervention, to focus on freshmen.

- **English Learner Outcomes** - The school has redesigned both Designated and Integrated ELD to ensure that all students grow in their language proficiency as measured by ELPAC. All teachers have participated in ongoing professional development to impart strategies for integrated ELD that develop academic vocabulary and foster proficiency for all levels of English Learners. The suspension of the Summative ELPAC for 2019-20 affected our ability to reclassify students. However, we administered the optional summative ELPAC in October and may be able to reclassify more students based on this data.

- **School Climate Outcomes** - Systems to track data relating to family school engagement have been improved to better capture meaningful involvement, through academic conferences, monthly Community Town Hall meetings, ELAC and Parent Advisory Committee, and workshops. Although this is challenging during distance learning, the school has experienced a higher turnout for the 2020-21 year thus far than in the past due to increased outreach. Chronic absenteeism has been addressed through an RTI model, with a team including the principal, school psychologist, and social work interns. The school has shown improvements in this area evidenced through Power School that will be reflected in the upcoming dashboard. In relation to suspension, the school has revised policies, and seen a decrease in suspension. We will continue the successful implementation of PBIS and alternatives to suspension that led to 0% for the past two years.

**Actions to Improve Overall Outcomes**
Over the current charter term several steps already have been taken to impact academic outcomes, with additional steps planned. We take pride in the positive NWEA data and other internal assessments. Since we are committed to providing high need students with an exceptional education, we will continue to refine our systems and structures. The following are some highlights of specific actions we have and will be taking to address academic performance:

**Teacher Hiring**
In the first two years of operation, the school struggled to retain teachers. This was largely due to personal and family situations including maternity and teachers moving out of the area. In some cases, the hiring process did generate teachers most prepared to work with our high need student population. In order to improve this condition and retain talented teachers, we revamped our hiring process in 2018-19 with the goal of matching the most committed candidates to our team with a focus on retention. The process includes a multi-part, team interview process with a more targeted set of questions and scenarios as well as a social-emotional component. Furthermore, we focused on robust teacher recruitment in order to attract a larger pool of candidates to our organization. We developed partnerships across our charter network and through local universities. Although the majority of the teachers we hire have less than three years of teaching experience, we have developed support systems to coach and build capacity. Over the term of the charter, we have established systems to support novice teachers, equipping them to meet the academic and behavioral needs of at-promiss students.

We have developed a current team of educators who are committed to serving the school community over time. We also provide incentives for retention. Our focus on relationships between and among staff and students has solidified a commitment to our school community. Teachers that hold a preliminary credential clear their credentials through LACOE’s induction program. LAPCHS pays for the two-year program if the teachers commit to a minimum of four years of service. A partnership with the New Teacher Center provides a coaching model to mentor and build teacher capacity. New Teacher Support meetings are held several times a year. Coaching structures improve teacher practice, with emphasis on deepening content knowledge.

All of these actions and initiatives have paid off. For 2020-21, we retained 86% of our teachers, and added two teachers from our high school as we made our final grade expansion to a full 9-12 high school.

**Structural Changes**
In order to improve college and career preparedness for high school learners, LAPCHS has made structural changes from Year one. This included a shift to a block schedule in 2018-19 to develop time for project-based learning, video production and film programs, and science labs. In Year two, we were approved by LACOE for a material revision to change to an Integrated Math and Integrated Science-three course high school model. This has proven to be the right decision as we continue to explore innovative content learning in STEAM-related areas. The change also built in time for academic intervention and credit recovery in Power Hour, development of Promise Time/Advisory, individualized academic counseling, and common planning periods for teachers to collaborate around data and lesson planning.

**Professional Development**
We also have made significant improvements to our professional development programs. In 2017-18 as we opened, in collaboration with our middle school we implemented a
comprehensive teacher evaluation system based on Danielson’s Framework. Teachers are formally evaluated twice per year. In addition to formal observations, the principal commits to at least four informal observations with timely feedback provided in person or in an email communication. Informal observations and feedback are seen as formative assessments to evaluate the effectiveness of daily classroom teaching, and a means of providing teachers with high leverage strategies to improve learning. Even a brief observation will generate areas of strength and improvement. We share the information through “grows and glows.” Coaching conversations are facilitated based on classroom feedback using the protocols from the New Teacher Center.

Our bell schedule includes two-hours of weekly professional development and collaborative planning time weekly, and in 2018-19, we launched an annual two-week Summer Teachers Conference prior to the start of school for teachers for intensive PD and collaboration. During this conference, held offsite at LMU, teachers collaborate with coaches, school leaders, and peers in grade levels and content teams to analyze the data from the past year, implement school-wide initiatives, create instructional scope and sequence and develop unit plans in their content teams. In August of 2019, four days were dedicated to joint middle and high school content team collaboration and planning, led by our content coaches. This resulted in improvements in instructional practice and increase in teachers’ knowledge of their content standards. Due to the pandemic, the team convened virtually for the August 2020 Teachers Conference, but the goals and outcomes persisted in improving teaching and learning, whether distance learning or in-person instruction. Our emphasis on improving STEAM learning led to hiring well-regarded consultants, Dr. Anita Kreide for Science and Dr. Wendy Creek for Math, to work with our Math and Science Teachers.

We introduced Professional Learning Communities (PLCs) and coaching for Math teachers in 2018-19, and in 2019-20, monthly content coaching and PLCs for all academic areas with consultant content coaches. In 2019-20, an Intervention Coach was hired to work with teachers directly, and a STEAM Coach was hired for STEAM PD. The work focused on implementation of the NGSS standards, scope and sequence, and use of aligned curriculum and assessment in a lab-based setting with a collection of phenomena used to drive student inquiry. These changes have created a culture of continuous learning among our teachers and shared responsibility and collaboration for the work we do with our students. As part of this ongoing work, specific strategies have been and are being implemented to increase academic outcomes, including the following.

Math Strategies:
- Increase instructional coaching time, to include more frequent and targeted feedback from principal and math coach.
- Weekly monitoring of IXL Math usage reports.
- During monthly content collaboration, more intense focus on implementation of high leverage math strategies.
- Use of Edulastic to create formative assessments based on CAASPP practice items and aligned to the level of rigor.
- Weekly Block Plans submitted to principal to allow evaluation of objectives and standards alignment in math.
• Focus on structured, outcome driven intervention lessons in groups/stations (break-out groups during distance learning).

ELA Strategies:
• Teachers accountable for daily use of CALL routines; Content Area Language and Literacy; consisting of high leverage strategies for word recognition, fluency, academic language and comprehension.
• Use Achieve 3000 with fidelity to increase student Lexile reading levels. Increase teacher training on Achieve use and monitor weekly usage reports.
• Increase instructional coaching for teachers, provided by the Intervention Coach.
• Implement Actively Learn, and train teachers in effective usage to embed content and scaffolds and embed text features.
• Provide extended learning opportunities (before and after school tutoring, breakout rooms,) and monitor growth.

While we know there is much work to be done, we now believe we have the right team and the right structures in place to do that work well.

*LAPCHS Also Meets Criterion 3 for Renewal: Our Enrollment and Dismissal Practices are Non-Discriminatory and We Do Not Have Any Substantial Fiscal or Governance Factors*

Pursuant to Education Code § 47607(e), Criterion 3 asks whether the charter school’s enrollment or dismissal practices are discriminatory and whether the charter school has substantial fiscal or governance factors as grounds for nonrenewal. LAPCHS has not had any issues relating to discriminatory enrollment or dismissal, nor any substantial fiscal or governance factors that warrant denial of the charter renewal. As detailed in Element 8 of this charter, LAPCHS’ enrollment practices are nondiscriminatory and transparent, and there have been no complaints about our enrollment practices or complaints of unfair or discriminatory dismissal. LAPCHS serves all students, including SWD, ELs, students who are academically low achieving, SED, F/HY, or student with other special needs.

As noted, SWD make up 28% of our student population, which well exceeds both County and District averages. We attribute this to several factors that include our focus on inclusion for learners regardless of their disability, a small and personalized learning environment with low teacher to student ratios, and our caring approach to working with families. For many families, LAPCHS provides the type of educational community that they have been seeking out, where parents are seen as valuable partners in their child’s learning. In order to best serve our SWD, we provide intensive training for our Resource Teachers and paraprofessionals, and work in close partnership with the LACOE SELPA for support and guidance relating to our program.

Since we emphasize high quality services for SWD, we have partnered with Expatiate Communication for a wide array of services including teacher training, support with IEPs, assessment, data management and tracking service minutes, and service providers. Families work closely with our two RSTs and aides, and report being pleased with the layers of support that the school provides. We continue to seek innovative ways to reimagine our special education program, as we go above and beyond to provide services and support during distance learning.
Our fiscal position, as evidenced by the financials attached to this petition, is strong, with a reserve equivalent to 33% of FY20-21 expenses. Our governance model is detailed in Element 4 of this charter. Our Board includes several prominent leaders of the Los Angeles community who possess a wealth of expertise in education, youth development, post-secondary access, non-profit management, business, real estate, finance, law and more. The Board participates in annual training on the Brown Act, conflicts of interest, fiscal oversight, and other aspects of charter school governance. There are no fiscal or governance factors that warrant denial of our renewal petition.

We do wish to address two key challenges that we have faced in this first charter term, though neither warrants non-renewal:

**Start-Up Structure**

LAPCHS and LA Promise Charter Middle School (LAPCMS), were established with the backing of the successful LAPF educational non-profit organization that managed three LAUSD partnership schools from 2008 through June of 2020. The plan was for LAPF’s two charter and three LAUSD partnership schools to support each other through common practices and shared resources. The initial structure of LAPCHS was in part connected to reform initiatives within the LAUSD partnership schools. As LAPCHS was founded however, it quickly became clear that there are inherent differences in the two structures, and the agency was strained in efforts to meet the diverse and significant needs that existed for all of the schools, particularly as the demands of the District increased along with the unique challenges found in starting-up brand new charter schools in a high-need community. It became clear that the charter schools needed more resources to be successful, and providing the level of support needed generated the need for separate structures, fundraising, and support systems. The initial charter development team had created a plan for the charter schools that resembled the programs and structures found within LAUSD schools, as team members were involved in management of the partnership schools. Elements needed for charter management are different, and thus there was a need for some significant restructuring. In 2016, the LAPF Board made the decision to separate the instructional leadership roles between partnership and charter schools, and develop a model based on high performing CMOs. At this time, a Director of Schools was hired to focus only on charter schools. This individual came with experience as a high performing middle school principal in a large and successful CMO, with a proven track record of raising student achievement and leadership coaching.

While the charter schools and partnership schools did share some resources such as Data Teams, IT staff, Promise Parent, Human Resources, and programs including Girls Build LA, the two divisions have operated largely separately for the past four years. In February of 2020, the LAPF Board determined that it was ending its management of the partnership schools effective July 1, 2020. LAPF continues to manage some programs such as The Intern Project, Girls Build LA, NSI Improvement Network Media Arts Matter, Promise Parent, and CTC Pathways to support the schools, but is no longer involved in the day-to-day operations of the schools, which are now back under LAUSD’s full management. The Board decided that it wanted to commit its focus exclusively to the success of the two charter schools and other programs that strengthen students’ learning. With more intense focus on charter management, LAPF is committed to supporting the charter schools in three key areas: recruitment support, fundraising and long-term facilities. We are excited about this renewed energy and focus in these key areas going forward.
Lower Than Planned Enrollment
As a start-up charter school, we share the experience of others in the county in having lower than planned enrollment due to a myriad of factors. Still, the school has remained financially healthy with a reserve due to the commitment of LA Promise Fund and our governing board.

When LAPCHS opened in 2017, we found that it was challenging to attract new high school families to our school since we were an unknown. Our first class freshman decreased from 58 the first year to 35 in the current senior class. Due to space constrictions, we elected to focus recruitment efforts on the incoming freshman class, since it is not common to have a large number of student transfers as upper classmen. The class size of our current seniors decreased over four years. This is not due to the fact that families were unhappy with the school. When students transfer out, we make sure that we understand the reasons why so we can implement feedback from students and families to improve our program. The reasons that students checked out were largely due to moving out of the area. Some students transferred to more established charter schools that are part of larger CMOs, because they were on a waitlist, or had siblings attending these schools. Many families that enrolled the first year relocated to San Bernadino County, where the cost of living is lower or to seek employment or housing opportunities. We also have immigrant families that returned to their home countries to to hardship. Lastly, some students simply wanted the experience of a large comprehensive high school including competitive sports programs, football games, and a large student population.

Our LAPCMS promoted their first grade 8 class in June 2018. Thus, LAPCHS has benefited from a larger freshman class with the majority of students matriculating from LAPCMS. These students and families appreciate our small, personalized school model, where their son/daughter is known by every staff member. Still, there are some students who seek a comprehensive high school experience and elect to attend their LAUSD school of residence, particularly if their siblings attended or family members have a tradition at the given school.

Another challenge to the freshman class for 2020-21 is that Barack Obama, the main school of residence for incoming students, is in the process of becoming a 6-12 span school, and expanded to a 9th grade for this school year.

Of course, for 2020-21, COVID-19 changed our method of recruiting since we no longer have had the option to hold in-person meetings or attend community events to meet new families. To adjust to the onset of the pandemic and public health officials’ social distancing guidelines, we have shifted to a digital approach to continue our outreach and enrollment efforts. This includes leveraging new platforms like Schola to help families better locate LAPCHS online. We have also invested in paid Facebook and Instagram social ads, both in English and Spanish, to extend our reach to prospective families. Further, we continued to send mailers and used vendors to distribute door hangers with enrollment information to target neighborhoods. With support from LAPF, we will continue both targeted and broad outreach going forward, even thru the pandemic, to increase enrollment as best we can.

We are eager to secure a private, long-term facility for LAPCHS and look forward to the support of LAPF in doing just that in the near term.

Conclusion: LAPCHS Meets All Criteria and Warrants Renewal for a New Five-Year Charter Term
As demonstrated throughout the preceding pages and thorough data analysis, LAPCHS presents a sound educational program and we are achieving measurable increases in academic achievement for our high-needs students in the short time we have been in operation. *Due to COVID’s impact on the cancelled State testing this past academic year, LAPCHS requires additional time to generate public data that would provide a full picture of the school’s academic performance.* Our team is well-qualified with strong capacity to continue implementing the program.

In January 2020, prior to COVID-19, LA Promise Fund engaged in a strategic-planning process with members of the Governing Board, non-profit agency staff members, and key members of the Charter School team. *What resulted was a structural reorganization with enhanced focus and resources dedicated to the success and sustainability of LA Promise Charter Schools.* The primary goal that emerged is to improve academic results through the action steps outlined in the strategic plan. While the impact of the pandemic required us to focus on meeting the basic needs of students and families, we established clear goals to drive our success over the next five years.

In the next five years we will:

- Develop and sustain a positive school culture and climate with high daily attendance and low chronic absenteeism, and strong student enrollment in all grade levels.
- Recruit and retain highly effective and dedicated teachers through competitive salaries, and the creation of teacher career pathways in the form of coaching and leadership opportunities that motivate highly effective teachers to remain in the classroom.
- Foster a healthy, democratic, and equitable school community that promotes civic action and responsible citizenship to reimagine communities.
- Ensure that every LAPCHS student experiences significant levels of personal and academic growth throughout high school and is college and career ready.
- Evaluate student learning through aligned standards-referenced grading, and multiple assessments measures, that include project-based authentic assessments that address real-world issues and integrate proficient use of digital media.
- Develop college and career pathways for students in the field of Digital Media Arts, STEM, and other high growth areas that lack equal representation for students of color.

We look forward to continuing our partnership with LACOE for the next five years.
Element 1 – EDUCATIONAL PROGRAM
Governing Law: “The educational program of the charter school designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” Education Code Section 47605(c)(5)(A)(i)

“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” Education Code Section 47605(c)(5)(A)(ii)

“If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the ‘A to G’ admissions criteria may be considered to meet college entrance requirements.” Education Code Section 47605(c)(5)(A)(iii)

Vision & Mission
Our mission is to use the E²F² model to educate our scholars.
- Engaging Educational Experience.
- Developing Emotional Intelligence.
- Cultivating an Entrepreneurial spirit.
- Inspire creativity in Media and Film.
- Building students to become Financially Literate young adults.

Our Vision: Empowering young adults to be independent freethinkers ready for the world.

The elements of our vision and mission and realized in the following ways:
Engaging Educational Experience
- Impart engaging, multi-learning strategies
- Provide personalized learning through Promise Time
- Ensure college access

Developing Emotional Intelligence.
- Deliver SEL Lessons
- Develop community partnerships that enrich learning (JLAG, College Track, The Intern Project)
- Empower students through civic action (Girls Build LA, Constitutional Rights Foundation)
- Provide counseling on-site or referral to partnerships
- Utilize PBIS

Cultivating an Entrepreneurial spirit.
• Transform a talent, hobby, or interest into a business through Promise Time Curriculum (SBA.gov learning center Young Entrepreneurs)
• Foster Student Leadership
• Bring in guest speakers and leader from the local business community

**Inspire creativity in Media and Film.**
• Offer Career and Technical Education (CTE) courses in digital media and film.
• Provide opportunities for students to have internships in the film industry
• Embed digital media and film theme in core subject areas

**Building students to become Financially Literate Young Adults.**
• Deliver financial literacy lessons using Wells Fargo Hands on Banking Signature Program
• Provide guest speakers and field trips

Due to COVID-19, our mode of instructional delivery changed but we remain fully committed to the fulfillment of our vision and mission. As a school driven by innovation, we have adapted to our new normal, and are exploring ways to engage students at deeper levels through digital media, and prepare students for college and career in a virtual learning environment.

**Our Approach**

As we embark upon the next chapter of our schools, we are proud of our community and accomplishments. We are excited to be able to enter into a partnership with Russell Westbrook’s Why Not Foundation, to further enrich the lives of our students, and support our school.

Russell Westbrook serves as a role model to the youth of the nation. He grew up in South Los Angeles and attended Leuzinger High School in Lawndale, matriculated to UCLA with a GPA of
3.9, has become one of the National Basketball Association’s (NBA) premier athletes, including being awarded in 2014-15 season long NBA Cares Community Assist Award NBA award for his numerous contributions to community well-being. The LA Promise Charter Schools are proud to join forces with Russell Westbrook Enterprises and the Why Not? Foundation that was established in 2012 to inspire the lives of children, empower them to ask “Why Not?” and teach them to never give up. LA Promise Fund and the Russell Westbrook Why Not? Foundation share a belief that education remains one of the most powerful tools to break generational cycles of poverty, oppression and violence for individuals, families, and communities. Further, they advance that education chisels away at racism by teaching diverse histories and perspectives. Therefore, the LA Promise Fund and the Russell Westbrook Why Not? Foundation are partnering to evolve the LA Promise Charter High School to become the Russell Westbrook Why Not? High School that will deliver world class education to deserving learners in South Los Angeles youth grades 6 through 12 while simultaneously cultivating scholar athletes and socially active citizens. The high school will continue to afford students a curriculum preparing them for success in high school, college and beyond with a strong emphasis in digital media arts and entertainment. The schools are committed to serving the most vulnerable student populations through a safe and supportive learning climate that utilizes evidence-based practice and a range of programs and services. Students who graduate from Russell Westbrook Why Not? High School are equipped with skills that promote innovative thinking, self-agency, effective communication, social awareness, and critical literacy through in-person instruction and in a virtual environment. Through strong relationships with and among students, families, teachers, leaders, and support team members, we prepare students for success in College, Career, and Life. Students that attend and matriculate from Russell Westbrook Why Not? High School will emerge as strong scholars, athletes and activists.

**Educational Model**

Our model is based on five key elements; 1) **Relationships**, 2) **Optimal Learning Environments**, 3) **Evidence-Based Practice**, 4) **Foundational Systems**, and 5) **Educational Systems**.

1. **Relationships**
   Positive relationships between and among families, students, and staff are paramount to our work. Our model relies on the three Rs: **Relationships, Routines, Resilience** to support our school community, with emphasis on these traits as a means of coping with the pandemic, which disproportionately impacts Black and Brown communities. Positive
relationships are fostered through trust, rapport, and respect with and among students, families, teachers, leaders, and support team members. Social-Emotional Learning opportunities are provided for students and staff. Promise Time/Advisory is designed to build connectedness to the school community through Advisory cohorts that remain together throughout Middle School. The school partners with Facing History for culturally relevant resources and curriculum. Teacher Teams are implemented for support content learning and as a means of emotional support. Meaningful family engagement engenders a sense of community and is supported through parent workshops and programs.

2. Optimal Learning Environments
Based on the framework provided by the New Teacher Center, Optimal Learning Environments ("OLE") create emotionally, intellectually, and physically safe environments. They include Trauma Informed Practice, equitable and culturally responsive instruction, and methods to meet the needs of every learner. Through professional learning, our school leaders and teachers address explicit and implicit bias, and ensure that everyone has what they need to be successful. We prioritize anti-racist education, by integrating culturally responsive pedagogy with social-emotional practice to ensure access and equity for all learners. Multi-Tiered System of Supports contribute to the positive learning climate through a systemized method of supporting the academic and social-emotional needs of learners.

3. Evidence-Based Practice
We execute the best current practice and tailor it to the unique needs of our student population. When we shifted to distance learning as a result of COVID-19, we adopted the Stanford University Online High School’s model, and research from Caitlin Tucker for Core Thinking Routines. We have tailored these models to be more inclusive for our students, with the infusion of culturally relevant practice. To address the needs of our sizable population of English Learners we utilize Dr. Stephen Krashen’s Language Acquisition Theory, and the work of Dr. Kate Kinsella, Improving Education for English Learners: Research-Based Approaches published by the California Department of Education. We partner with the CA Reading and Literature Project at Loyola Marymount University to align practice with CA English Language Arts/English Language Development Framework for CA Public Schools to prepare students for broad levels of Literacy. As we assess the impact of COVID-19 on student achievement, we will continue to explore the best methods for mitigating learning loss, namely, recent studies from the Brookings Institute and NWEA Collaborative for Student Growth.

4. Foundational Systems
Technology Integration has revolutionized the learning process, and is essential to prepare learners for the demands of our everchanging world. RWNNHS has adopted Google Classroom, and the Google Suite as our Learning Management System. We have developed streamlined tools for learners to include uniform landing pages, templates, and google classroom sites. While we have always provided students with a technology-rich environment, the shift to distance learning has increased our effectiveness in delivery high impact instruction in-person and through distance learning. The focus has been on intentional use of applications that result in improved learning outcomes. Our model includes both synchronous scheduled lessons via zoom, and asynchronous learning
experiences. We have codified acceptable use policies including FERPA Regulations. Ongoing technology training and support for school leaders, teachers, students, and families is provided on an ongoing basis. All RWWNHS students are provided with a school issued laptop and WiFi hotspots as needed. The foundational systems we have created help eliminate the digital divide for our students and families.

5. Educational Systems
Excellence in teaching and learning is at the core of our model. Developing teachers is realized through high quality professional learning and coaching systems that include evaluation, observation, and feedback. Student learning is evaluated through multiple assessment tools with data driven improvement initiatives in place to meet our most critical need – raising student achievement. Teacher protocols have been developed and agreed upon to ensure that students are supported and accountable for leading their own learning. Our protocols are seen across content and grade levels, relating to peer-to-peer discourse, focus on Claim, Evidence, Reasoning (CER), and the use of Learning Targets to drive Mastery Learning through I CAN statements. Media Arts Integration and Project-Based Learning are signature practices which define our model of innovation. Our model is grounded in CA Content Standards, and anchored through Coherent Curriculum adopted for online learning, Standards Scope and Sequence, and Standards-Referenced Grading.

Charter School Annual Goals and Actions to Achieve State Priorities
Please see the section “Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities” in Element 2/3 of the charter for a reasonably description of the Charter School’s annual goals to be achieved in the Eight State Priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605(c)(5)(A)(ii).

Community Interest and Students to be Served
RWWNHS serves one of the most impacted communities in South LA. The Charter School resides in the Vermont/Slauson Corridor. Located along the southwestern periphery of LA Promise Charter High School #1 neighborhood is ZIP Code 90062, intersected at its core by Western Avenue and Vernon Avenue. Similar to the areas immediately surrounding it, this South LA community of almost 35,000 residents faces many challenges. More than a third of children and families live in poverty (37% and 34%, respectively), 15% are unemployed, and the median household income ($44,835) is well below that of Los Angeles County ($68093). Children are predominantly Latino or African American (70% and 27%, respectively), more than half (57%) live in rental housing, and 30% live with someone other than their parents (e.g. grandparents, relatives, foster care or unrelated adults). Nearly, 40% of adults do not have a high school diploma and one in four have less than a 9th grade education. Among households, 68% of children and 58% of adults speak a language other than English at home.

When the LAPF Governing Board and Charter Development team submitted the initial petition for RWWNHS the intention was to create a school where learners from the South LA community would thrive. In order to accomplish this, the team gathered information about the type of learner that the school would serve, and then create models and program to meet the needs of these learners. LAPF has maintained a footprint in South Los Angeles with over 25
years of work through programs and partnership schools in the surrounding neighborhood. Knowing that the residence schools were not fully meeting the social-emotional or academic needs of students and families, the agency set forth to design a school tailored to students who may not have experienced success within a traditional district school. This type of learner would benefit from a small, personalized learning environment that treated families as partners in their child’s educational journey. Furthermore, the school design is based on an inclusive environment that embraced the most vulnerable learners including Students with Disabilities, English Learners, recent immigrants, and students who had not felt connected to their former school community. While we prioritize the provision of the highest quality teaching and learning, we also value social-emotional learning and take a holistic approach to educating our students. Wrap-around services and programs that promote the physical, and emotional well-being of students and families are essential to our instructional design and suit are students. We are committed to fostering College and Career Success for Black and Brown students. This can only occur when culturally responsive teaching is at the core of classroom instruction. The school has always hired an ethnically and culturally diverse team, and created a teacher pipeline to motivate college graduates from our community to pursue a career in teaching. It is important that Black and Brown students have the opportunity to learn and be mentored by people who look like them, as well as learning from individuals who are different from them. This approach promotes tolerance and cultural awareness. With these things in mind, we are well positioned to support the students that we serve, and we have fulfilled our commitment to educating the target audience.

RWWNHS was conceived with these goals in mind:

1. Provide an innovative, highly personalized and rigorous education that prepares students for a success in college, career, and life.
2. Build upon the Community School framework to holistically support economically challenged students and their families through the integration of essential wrap-around services.
3. Support the school, faculty, students and families through supplemental funding and in-kind resources acquired by LA Promise Fund.

A high-quality education can combat the impact of childhood poverty. According to Caroline Ratcliffe in *Child Poverty and Adult Success* (2015), “Low-income children caught up in their parents’ economic struggles experience the impact through unmet needs, low-quality schools, and unstable circumstances.” According to the last US Census Bureau (2014) “Children as a group are disproportionately poor: roughly one in five live in poverty compared with one in eight adults.” What Ratcliffe describes as persistent childhood poverty impacts Black and Brown children at higher levels. To help overcome the impact of poverty, it is crucial that families and children in disadvantaged neighborhoods have equitable access to high quality education, enrichment opportunities and support services throughout their educational experience. Middle School sets the stage for high school preparedness, A-G completion, and college and career success.

Our school community serves a sizable population of recent immigrants and children of immigrants. As an immigrant friendly school, we recognize and respond to the challenges faced by this population. Many members of our parent community have not had access to education in their home countries or the United States, and benefit from a welcoming school community that supports students and families in meeting basic needs. The barriers that immigrant students and
families face is underscored in a recent report by the USC Center for Immigration Integration, “State of Immigrants in LA County (2019).” The report emphasizes that there are “deep disparities in education and the workforce among Latino and black immigrants.” We are committed to providing equitable educational opportunities that guide immigrant families through the educational system, including parent education opportunities (technology training, citizenship classes, financial planning for college), and sharing community resources.

Demographics

A. Projected Student Enrollment

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>2021-2022</th>
<th>2022-2023</th>
<th>2023-2024</th>
<th>2024-2025</th>
<th>2025-2026</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>83</td>
<td>75</td>
<td>70</td>
<td>85</td>
<td>80</td>
</tr>
<tr>
<td>10</td>
<td>77</td>
<td>80</td>
<td>75</td>
<td>70</td>
<td>85</td>
</tr>
<tr>
<td>11</td>
<td>78</td>
<td>77</td>
<td>80</td>
<td>75</td>
<td>70</td>
</tr>
<tr>
<td>12</td>
<td>45</td>
<td>61</td>
<td>80</td>
<td>80</td>
<td>75</td>
</tr>
<tr>
<td>Totals</td>
<td>283</td>
<td>293</td>
<td>305</td>
<td>310</td>
<td>310</td>
</tr>
</tbody>
</table>

RWWNHS provides a free, nonsectarian, public education to students in grades 9-12. At capacity in 2025-26 the school will serve a total high school program enrollment of 310.

B. Enrollment During Previous Charter Term

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>60</td>
<td>45</td>
<td>71</td>
<td>71</td>
</tr>
<tr>
<td>10</td>
<td>N/A</td>
<td>44</td>
<td>37</td>
<td>66</td>
</tr>
<tr>
<td>11</td>
<td>N/A</td>
<td>N/A</td>
<td>33</td>
<td>35</td>
</tr>
<tr>
<td>12</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>32</td>
</tr>
<tr>
<td>Totals</td>
<td>60</td>
<td>89</td>
<td>141</td>
<td>204</td>
</tr>
</tbody>
</table>

For 2017-18 through 2019-20, enrollment as of last day of school year. For 2020-21, enrollment as of 10/8/2020.

For the past 3 years, the school’s enrolled student demographics (as of Norm Day) were:

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Enrollment</td>
<td>56</td>
<td>97</td>
<td>153</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>54%</td>
<td>64%</td>
<td>67%</td>
</tr>
<tr>
<td>African-American</td>
<td>45%</td>
<td>33%</td>
<td>30%</td>
</tr>
<tr>
<td>White</td>
<td>0%</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td>Asian</td>
<td>0%</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td>Filipino</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>0%</td>
<td>0%</td>
<td>1%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Multiple or No Response</td>
<td>0%</td>
<td>0%</td>
<td>3%</td>
</tr>
<tr>
<td>Male</td>
<td>54%</td>
<td>56%</td>
<td>61%</td>
</tr>
<tr>
<td>Female</td>
<td>46%</td>
<td>44%</td>
<td>39%</td>
</tr>
</tbody>
</table>
An Educated Person in the 21st Century – Student Learning Outcomes

RWWNHS exists to prepare Black and Brown students for success as educated and compassionate 21st Century citizens, and increase representation from our community in postsecondary education, STEM related fields, public policy and leadership. Thus, it is imperative that every student at RWWNHS is equipped with 21st Century skills. We define a 21st Century Learner as one who masters academic content, evaluates and synthesizes various informational sources, and applies their learning in meaningful ways, with respect for diversity. RWWNHS students exemplify the three Rs in addition to three Cs: Creativity, Communication and Collaboration. RWWNHS Learners will be proficient in the use of virtual tools to break down barriers and advance equitable opportunities through their lives. Core competencies that are Integral to 21st Century Learning include digital literacy, collaboration, emotional intelligence, and the ability to solve complex programs through creative solutions. RWWNHS graduates will thrive in college and career equipped with academic competency, cultural awareness, and productive citizenship.

Our Learning Outcomes:

1. **Learners will** develop a **growth mindset** and take ownership of their learning.
2. **Learners will communicate** learning through effective speaking and writing.
3. **Learners will respect** diverse cultures and beliefs.
4. **Learners will** build healthy and positive **relationships** with adults and peers.
5. **Learners will** make **positive contributions** to their community.

How Learning Occurs at RWWNHS

At RWWNHS learning occurs through a small personalized learning environment and rigorous, relevant standards-based instruction. We recognize the critical need to improve students’ outcomes, and are engaged in a cycle of continuous improvement to raise student achievement. We have implemented a model based on evidence based practice, that is constantly evaluated and reshaped in order to improve results. We foster student achievement, engagement, and well-being through the following structure: 1) **Excellence in Teaching and Learning**, 2) **Support for Teachers and Leaders**, 3) **Positive School Climate and Culture**, 4) **College and Career Preparedness**, and 5) **Community Hub**.

<table>
<thead>
<tr>
<th><strong>Economically Disadvantaged</strong></th>
<th>93%</th>
<th>87%</th>
<th>79%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Learner</strong></td>
<td>25%</td>
<td>24%</td>
<td>35%</td>
</tr>
<tr>
<td><strong>SPED</strong></td>
<td>27%</td>
<td>23%</td>
<td>27%</td>
</tr>
<tr>
<td><strong>Homeless</strong></td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Foster</strong></td>
<td>0%</td>
<td>0%</td>
<td>1%</td>
</tr>
<tr>
<td><strong>Migrant</strong></td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

1) **Excellence in Teaching and Learning**

**Coherent Curriculum**

The Glossary of Educational Reform (Great Schools Partnership, 2014), defines *coherent* or *aligned* curriculum as instructional programs that are well organized and purposefully designed to facilitate learning, free of academic
gaps and needless repetitions, and aligned across lessons, courses, subject areas, and grade levels. When selecting curriculum, we refer to EdReports.org an independent nonprofit designed to improve education by providing reviews of K-12 instructional materials in order to adopt the best curriculum to meet the needs of our student population.

| Standards Assessment Alignment | Evidenced in classrooms through digital agendas posted for students. To ensure alignment across these areas, teachers must have a deep understanding of their content standards, and consider: 

- **Learning Objectives/Targets** – I CAN statements that clearly describe what students will learn and be able to do at the end of a lesson, unit, or project/presentation.
- **Assessments** – Must reflect the level of rigor in the content standards and measure student mastery of the standard.
- **Instructional Strategies** – Throughout the lesson cycle, teachers must assess what extra support or scaffolds students may need. Examples may include use of graphic organizers, sentence frames, chunking information, and levels of questions. |

| Standards Referenced Grading | Standards-Reference Grading is based on Dr. Robert Marzano’s High Reliability School Model, and focuses on measuring students' proficiency on a specific set of outcomes. “Grades are feedback to the learner on the degree to which he/she has the knowledge in standards (benchmarks, indicators, learning goals) at a particular point in time.” — Robert J. Marzano. |

| Evidence-Based, High Impact Teaching | Evidence-Based High Impact Teaching practices reliably increase student learning when applied. RWWNHS Teachers attain these strategies through professional learning and work with content coaches. Examples include the instructional routines embedded in the Content Area Language and Literacy (“CALL”) for before, during and after reading, use of text and task analysis templates, and use of content maps and graphic organizers. |

| Scaffolds for English Learners & SWD | All teachers receive training to better support ELs and SWD. The CA Practitioners’ Guide for Educating English Learners with Disabilities: https://www.cde.ca.gov/sp/se/ac/documents/ab2785guide.pdf is a reference used, as well as the Universal Design for Learning: www.CAST.org. Teachers received training by Dr. Paul Luelmo, San Diego State University, to provide support for students who are English Learners, and also have a disability. Teachers are trained in strategies that build academic vocabulary and accelerate language proficiency including sentence frames, graphic organizers, and primary
language support as needed through bilingual aides. During distance learning, additional support and outreach is provided for English Learners and SWD to mitigate learning loss and increase engagement.

<table>
<thead>
<tr>
<th>2) Support for Teachers and Leaders</th>
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</thead>
<tbody>
<tr>
<td><strong>Teachers as Leaders</strong></td>
</tr>
<tr>
<td>Building teacher commitment and retention is integral component of our program. To this end, we embrace and foster the concept of Teachers as Leaders, through a Distributive Leadership approach. By extending opportunities for shared, collective decision making and creating various leadership roles for teachers, we build capacity for growth and improvement. Teachers currently serve as grade level and committee chairs, and with more experience, can coach their peers.</td>
</tr>
</tbody>
</table>

| **Recruitment and Retention of Talented Teachers** |
| We engage with our greater educational community and establish partnerships with local colleges and universities to aggressively hire the best matched teachers for our students. Hiring is a distinct challenge with a national teacher shortage in high need content areas, including special education. The majority of our teachers join our organization with fewer than three years of teaching experience. This underscores the need for intensive training for our novice teachers, and a climate that retains more experienced teachers. We have entered a partnership with Alder University for a teacher residency program, with one Math Resident for the 2020-21 school year. We encourage our bilingual paraprofessionals and school community members to enter a career in teaching through the Residency program to create a future pipeline of committed teachers who are familiar with our community. Retention is promoted through our funding of the Teacher Induction Program through LACOE. |

| **High Quality Professional Learning** |
| Teachers at all levels of effectiveness receive high quality professional learning. We launch our year with the two-week annual Summer Teachers Conference in August, to allow time for training, content team articulation and instructional planning. Our schedule is designed with a student early release day on Wednesday to allow for a weekly two-hour professional learning block. Teachers actively engage in monthly content collaboration, led by instructional coaches. |

| **Instructional Coaching** |
| The Charter School has a part-time intervention coach that works with teachers to create lessons that embed intervention and support struggling learners. Math and Science teachers receive coaching from outside consultants. Content experts |
work with teachers to unpack standards, analyze student work, and design rigorous and engaging lessons. All other teachers work on a monthly bases with our leads from the CA Reading and Literacy Project to effectively plan lessons that incorporate routines to scaffold instruction and further content literacy and support for English Learners.

<table>
<thead>
<tr>
<th>Evaluation, Observation, and Support</th>
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</thead>
<tbody>
<tr>
<td>School Leaders have received training from the New Teacher Center; <em>Instructional Mentoring for Equitable Learning</em>. This common language and structure are used to plan conversations during informal and formal observations that identify student learning opportunities and set goals. School leaders coach teachers and are responsible for the evaluation process. Our Teacher Evaluation Tool is based on Charlotte Danielson’s Framework for Effective Teaching. Areas of strength and growth are identified through the evaluation process (pre conference, observation, self-rating and post conferences. Appropriate supports are provided based on teacher effectiveness and need.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3) Positive School Climate and Culture</th>
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</thead>
<tbody>
<tr>
<td><strong>Positive Intervention Behavior and Support</strong></td>
</tr>
<tr>
<td>Teacher leadership is on display through the PBIS team. RWWNHS is in the third year of the LACOE PBIS cohort. As a result, the school climate continues to improve which has led to gains in student satisfaction and daily attendance, and lower suspension rates. The PBIS approach is prevention-oriented, and connected to a Multi-Tiered System of Support to enhance positive student outcomes and improve behavior. The fundamental purpose of PBIS is to make schools more effective, efficient and equitable learning environments for all students. Every year, the elements are PBIS will be integrated at a deeper level.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Social Emotional Learning</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>RWWNHS has created initiatives that support students’ emotional well-being, including a partnership with Facing History. SEL standards are addressed through Promise Time/Advisory, and as an integral part of the PBIS Plan. SEL is vital to the success of the most vulnerable learners and builds off evidence-based practice and considers trauma informed practice.</td>
</tr>
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<table>
<thead>
<tr>
<th><strong>Culturally Responsive Teaching</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>This approach involves principles of social justice, and builds positive perceptions of culturally and linguistically diverse students and families. Culturally Responsive Teaching promotes inclusiveness, collaboration and tolerance. It ensures that all students are engaged in their learning to include recent immigrants, English Learners, Black Students, SWD, and the LGBTQIA+, and students impacted by housing inequities or homelessness. This is not an isolated element, but integrated through all classroom lessons. Teachers present diverse historical perspectives, select literary genres representing culturally diverse authors, and the accomplishments of people of color are explored</td>
</tr>
</tbody>
</table>
through STEM. “Teachers play a key role in making Black students feel safe in school.” (Howard 2020) We are committed to improving classrooms for Black students by moving beyond traditional classroom practice and ensuring that our practices address their experience and needs. Inclusivity for Black and Latinx students is considered for every instructional decision made.

### Personalization

As a small school community with a family-like environment, we are able to personalize learning and meet the needs of students by customizing our approach based on students’ strengths, skills, interests, and needs. Teachers build close relationships with students, and tailor instruction based on how individual students learn best. We utilize our small school structure to adapt to the learning needs of individual students.

### Student Support Services

Academic and social-emotional needs are addressed in a myriad of ways. Academic counseling and goal setting occur during Promise Time. A partnership exists with the USC Suzanne Dworak-Peck School of Social Work to place social-work interns that provide individual and group counseling and support for emotional needs. A partnership with Wellnest supports families that need outside counseling or support services.

### 4) College and Career Preparedness

#### Career Technical Education; Digital Media Pathway

RWWNHS students are prepared for college and career through career pathways in high growth fields. Through a Career Technical Education Integration Grant through CDE, that supports our video production and film program. RWWNHS is the lead LEA for the grant that funds Career Pathway Connections, a program managed by LA Promise Fund that creates a collaborative regional approach to align K-12 pathways in our community. Strategies include articulated pathways, career exploration, college and career readiness, and workforce learning.

#### College Access

RWWNHS provides a college going culture through rigorous instruction, A-G alignment, and support for students and families. Go For College (GFC) is operated through LAPF and supplies full-time college counselors, housed at the Charter School daily/or via teleconferencing. GFC operates on the premise that all students should be prepared for and informed to make a strong and personal choice about pursuing college education. GFC exposes students to an array of two and four-year public and private colleges and universities. Beginning Fall 2020, RWWNHS partnered with College Track. Freshman will attend classes after school at the College Track campus, with transportation provided. They will remain in the program through high school and receive support while at college.
The Intern Project through LAPF offers students opportunities to intern at companies in Los Angeles relating to high growth fields including digital media, entertainment, technology, health care, and design. The goal of the TIP program is to provide growth opportunities for high school students during the summer between junior and senior year, and for businesses to build a diverse pipeline of future talent and invest in and generate social impact. The relationship between students and business, learning and commerce, can be a foundation for Los Angeles for years to come.

Civic action is an integral element of our program, and broader goals of cultivating engaged citizens and future leaders. Our Civic Action initiatives are supported through the Constitutional Rights Foundation and Facing History. Our students engage in academic discussions that include diverse cultural perspectives, allowing them to gain an understanding of how our democracy works. Students will internalize the rights and responsibilities that come with citizenship. As part of our partnership with Russell Westbrook, we will develop a model for a multi-year team project where students identify a problem in our community, and design a project that improves the issue. The project will be presented to a public audience.

We believe that parents, guardians, caretakers, and families are key partners in achieving our Charter School’s vision. Promise Parent, through LAPF is the parent engagement team that supports our families with a plethora of programs and services. These include parent education, volunteer, leadership, and advocacy opportunities, and support for school/home communication. The Parent Team helps families overcome barriers to school involvement, and meaningful parent engagement. During the pandemic, the Parent Team ran the Food Pantry, and supported technology training for parents. The Parent Team also supports ongoing recruitment efforts.

RWWNHS supports learning beyond the bell through a partnership with After School All Stars, provided through the ASES Grant. The program is held after school during in-person instruction and virtually during distance learning. The program provided enrichment through academics and
homework support, health, fitness, and nutrition, visual and performing arts, and youth leadership/community service learning. Middle school learners also benefit from clubs sponsored by teachers including Girls Build LA. Extended day programming supports working families by keeping students safe and engaged after school hours.

**Wrap-Around Services**
The California Department of Social Services (CDSS) describes Wraparound as, “a strengths-based planning process that occurs in a team setting to engage with children, youth, and their families.” (2020) At RWNH, wraparound services are a key component of our school-wide PBIS, and support students in foster care or in trauma. LAPF supports families through community resources including Wellnest and our partnership through LA Council Districts 8 and 9.

**Support for Immigrants**
RWNH supports this sizable portion of our parent community through Promise Parent, and an underlying environment that shows all families that they are welcome. The Charter School connects families with community resources, and routinely brings in teachers for citizenship and ESL classes. We ensure that our front office and parent team protect privacy and civil rights, and provide full access to education. We provide ongoing opportunities for staff to understand the need and engage families at deeper levels. This has been critical during the pandemic.

**Competitive Athletics**
Our partnership with Russell Westbrook will result in our students benefitting from a world-class athletic program. As part of a well-rounded educational program, sports promote confidence, leadership, teamwork, sportsmanship, and promote health and fitness. Currently, the school lacks facilities for team sports. Our partnership will focus on finding facilities and space for play. A competitive sports program will attract students from the community who are engaged in athletics. Our students will participate in competitive sports in existing charter school leagues. While we understand that not all students have the desire or interest in competitive sports, being a part of a team will benefit them in a myriad of ways. During distance learning, students will be provided with enrichment opportunities virtually, and when it is safe to return to school, students can practice and play competitively in accordance with county health mandates.

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**How We Identify and Respond to the Needs of Pupils Not Achieving at or Above Grade Level Standards**

RWNH employs multiple assessment measures to monitor student progress and identify learners who are not meeting or exceeding standards in order to provide extended learning time and intervention to close achievement gaps. The systems that evaluate student growth and progress included:

- Standards-referenced grading – progress reports are issued every five weeks. During the five week grading period, teachers teach and assess a set of high priority standards designated through instructional guides.
School leaders and teachers review students grades as a method of monitoring progress towards standards mastery. Students who are not proficient earn a grade of NP and receive Tier 2 intervention.

- **Interim Assessments through NWEA MAP** – we administer MAP at three intervals: baseline (August), Interim #1 (Fall/November) and Interim #2 (March/Winter). Grade level and content teams analyze the data, and identify students who need increased support.

- **Lexile Level Set Reading Assessments** – iterative level sets are given in August (baseline), January (mid-year) and June (year-end).

- **CAASPP Scores** – we utilize practice tests, IAB and ICA in preparation for the Summative CAASPP and in order to monitor growth throughout the year.

- **English Learner Assessments** – ELPAC Summative scores are used to monitor growth and proficiency, as well as assessments provided through the adopted designated ELD Curriculum.

In response to students not meeting or exceeding standards, the school has developed a Response to Intervention (RTI) system. This process accelerates learning for students who are struggling with foundational reading and math skills, and not meeting grade level standards.

All teachers within our schools will use consistent systems and strategies, learned during 6-12 content team professional learning to close the gap for struggling learners. Our schools employ three tiers of RTI for instructional improvements.

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole Class Instruction</td>
<td>Small Group Intervention for Students not making progress through Tier 1</td>
<td>Intensive Intervention</td>
</tr>
<tr>
<td>• High-Impact, Evidence Based Teaching = Best First Teaching</td>
<td>• Scaffolds provided by teacher to provide greater access</td>
<td>• Individualized and intensive interventions to target skill deficits with intervention specialists</td>
</tr>
<tr>
<td>• Gradual Release Model (I do, you do, we do)</td>
<td>• Increasingly intensive instruction matched to student need and rate of progress</td>
<td>• Explicit Direct Instruction</td>
</tr>
<tr>
<td>• Integrated ELD and SDAIE Strategies</td>
<td>• Organization and self-management tools provided</td>
<td>• Wilson Reading Program</td>
</tr>
<tr>
<td>• Ongoing formative and summative assessment</td>
<td>• Extended learning through after school tutoring, Saturday and Summer Intervention, Teacher Office Hours</td>
<td>• Math stations to apply skills</td>
</tr>
<tr>
<td>• Re-teach/re-assess high impact standards</td>
<td>• Power Hour Grouping</td>
<td>• Focus on remediation of skills and more time spent on addressing high priority grade level standards</td>
</tr>
<tr>
<td>• Ongoing communication with families regarding student progress</td>
<td>• Break-out rooms during distance learning</td>
<td>• Can lead to evaluation and consideration for special education services</td>
</tr>
<tr>
<td>• Culturally responsive instruction</td>
<td>• Practice/review of key standards through supplemental programs (IXL, Achieve, etc.)</td>
<td>• Group interventions</td>
</tr>
<tr>
<td>• Group interventions</td>
<td></td>
<td>• Curriculum based measurement</td>
</tr>
<tr>
<td>• Curriculum based measurement</td>
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<td></td>
</tr>
</tbody>
</table>
Triggers for Tier 2-3 Intervention

The need for Tier 2 Intervention is Triggered by the following Indicators:

- NP in 1 or more Core Classes / GPA Below 2.0
- At-risk for not being on-track for graduation and A-G Course Completion
- Low work completion; not turning in assignments due to ability or work habits
- In class assignments, quizzes, or projects not meeting or exceeding standard based on rubric
- Interim Assessment Score; RIT score ranges at Low or Low/Average
- Reading Lexile Level set scores not approaching college career readiness (below grade level by 2 or more years)
- Teacher/grade level team recommendation based on students falling behind
- Standard not met or nearly met on Interim CAASPP Assessment (ICA), Interim Assessment Block (IAB) or NWEA

One or more of the above indicators will prompt grade level teachers to provide Tier 2 interventions for all students not meeting or exceeding standards.

As students demonstrate growth or progress, the grade level team will determine that Tier 2 interventions are no longer needed, and teachers will continue to provide students with evidence-based/high impact teaching through Tier 1.

For students receiving Tier 2 Intervention and not showing growth, or falling further behind, the team will deem Tier 3 Interventions necessary.

Indicators that raise concern and prompt Tier 3 Intervention include:

- Persistent low work quality
- Little to no work completion
- Credit deficiency
- Consistently not meeting standards based on in class assignments, projects, and assessments
- More than 2 NP grades in core classes
- Little to no growth on interim assessment scores
- Participating in intervention with little to no growth
- Gaps in reading comprehension and fluency; decoding/encoding
- Gaps in grade level math operations

If a student is receiving Tier 3 intervention and not showing progress, the team may consider an evaluation for special education.

**Instructional Design & Curriculum**

**Meeting the Needs of High School Learners**
"...I'm announcing a new challenge to redesign America's high schools so they better equip graduates for the demands of a high-tech economy... We'll reward schools that develop new partnerships with colleges and employers, and create classes that focus on science, technology, engineering and math."

— President Barack Obama, February 12, 2013

As we developed our Charter School’s overall program, we have considered the Principles of Next Generation High Schools (US Department of Education). In summary, the principles reshape traditional high schools through hands-on learning aligned with postsecondary and career readiness, personalization of academic learning tailored to student interest, strong content knowledge for teachers in core subjects emphasizing STEAM, academic support for struggling learners, comprehensive college counseling and career exploration, ways to earn college credit while still in high school, and redesign of the scope and sequence of learning to incorporate PBL, technology. At RWWNHS, our signature practice of digital media arts integration transforms traditional classroom learning, both in-person and through distance learning. Evidence based strategies that enhance students' high school and college outcomes include:

- participation in rigorous curriculum;
- small learning communities/small schools of choice;
- career academies;
- dual enrollment;
- early college high schools; and
- college and career counseling

Prioritizing the needs of underserved students, RWWNHS realizes that in order to meet the lofty aspirations of the redesigned school, we must consider the vulnerable populations that we serve, and include ways to accelerate and enrich learning simultaneously. Linda Darling-Hammond of Stanford University discusses the need to focus on learning, with the understanding that, “Students have different pathways and approaches to learning.” This is significant in relation to our high number of SWD and English Learners. Darling-Hammond underscores the critical need to allow students to process information through the lens of their own life experience. “Successful schools adjust their teaching modes to meet students where they are (School Redesign Network at Stanford Universityhttp://srnleads.org). At RWWNHS all teachers receive extensive professional development in adapting learning to meet the needs of our student population, as well as how to impart SEL and culturally responsive teaching.

**Distance Learning**

As may be necessary, distance learning shall be offered to RWWNHS students in accordance with all applicable legal requirements. Moreover, RWWNHS has developed an online learning program for the SY20-21 that advances research based best practices for students and families. We have engaged recognized experts in the field to inform a rigorous, engaging, and relationship-building program.

**State Standards Aligned Curriculum**

Coherent, state standards-aligned curriculum is an integral part of our instructional model. The Charter School shall provide curriculum that is aligned to applicable state content standards and frameworks, including, but not limited to the Common Core State Standards, Next Generation Science Standards, ELD Standards, History-Social Science Framework, and all other applicable
standards and frameworks (hereinafter, collectively “State Standards”). We consult EdReports for high quality academic curriculum. Most of the curriculum has a digital version that is designed for or can adapt to distance learning. As new adoptions are rolled out, the Director of Instruction will engage school leaders and teachers in a process to review current and prospective curricula that meet the demands of State Standards, and guarantee that learners have access to the level of curriculum and resources necessary to prepare all students for post-secondary success.

Assessment results will be analyzed on an ongoing basis to ensure that all instructional purchases are effectively supporting teaching and learning, and producing desired results. As a project-based learning school, core and supplemental materials support the balanced approach between structured curriculum and teacher created materials that meet the needs of culturally and academically diverse learners. In order to make certain that the materials are being implemented with fidelity, professional development is provided for teachers to ensure effective use. RWNHS is not tied to any particular program or vendor, but committed to making the best instructional choices for our learners.

The following criteria are considered when making decisions regarding the purchase of instructional materials:

- Alignment with State Standards
- Level of rigor
- Capacity to meet the needs of English Learners
- Capacity to meet the needs of high priority students
- Availability of digital media and technology applications
- Cost

Russell Westbrook Why Not? High School will reserve the right to modify the instruction program and strategies where necessary to serve the needs of the school community, while continuing to mandate a UC approved A-G course of study.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Core Curriculum</th>
<th>Supplemental Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/Language Arts</td>
<td>Engage NY – High School/Commencement Level Common Core English 9-12</td>
<td>• Achieve 3000</td>
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<tr>
<td></td>
<td>McGraw Hill – Advanced Placement</td>
<td>• Actively Learn</td>
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<td></td>
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<td>• CommonLit</td>
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<tr>
<td>Mathematics</td>
<td>CPM, High School Core Connections Series</td>
<td>• IXL Math</td>
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<td></td>
<td>• IM1</td>
<td>• Desmos</td>
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<td>• IM2</td>
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<td>• IM3</td>
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<td></td>
<td>• Pre-Calculus</td>
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<td>• Calculus</td>
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<td>• AP Calculus</td>
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<td></td>
<td>• Statistics</td>
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<tr>
<td>History/Social Science</td>
<td>TCI History Alive</td>
<td>• The DBQ Project</td>
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<td></td>
<td>• Grade 10 – World Connections</td>
<td>• Upfront (NY Times Magazine)</td>
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<tr>
<td>Course</td>
<td>Grade 9</td>
<td>Grade 10</td>
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<tr>
<td><strong>English</strong></td>
<td>Common Core English/Language Arts 9</td>
<td>Common Core English/Language Arts 10</td>
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<tr>
<td>ELD</td>
<td>ELD 1/2 or 3/4</td>
<td>ELD 1/2 or 3/4</td>
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<tr>
<td>Math Track 1</td>
<td>Integrated Math I</td>
<td>Integrated Math II</td>
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<tr>
<td>Math Track 2</td>
<td>Integrated Math I</td>
<td>Integrated Math II</td>
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<tr>
<th>History</th>
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<th>World History</th>
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<tr>
<th>Spanish</th>
<th>May take Spanish 1</th>
<th>Spanish 1</th>
<th>Spanish 2</th>
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<th>PE</th>
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<tr>
<th>Elective</th>
<th>Intro to Digital Video OR Fundamentals of Mass Media OR Intro to Digital Video OR Fundamentals of Mass Media OR Filmmaking 2 OR Graphic Design OR Stage Design, Photography 1 OR Civil Rights &amp; Civil Action &amp; Civil Action STEM Elective OR Environmental Studies OR Fundamentals of Art OR Theatre/Play Production</th>
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<tr>
<th>Elective</th>
<th>Filmmaking Production OR Photo Production OR Cartooning and Animation OR Graphic Design OR Photography 2 OR Civil Rights &amp; Civil Action OR STEM Elective OR Environmental Studies OR Fundamentals of Art OR Theatre/Play Production</th>
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## Graduation Requirements

<table>
<thead>
<tr>
<th>UC/CSU A-G Subject Requirements</th>
<th>RWWNHS Course Offerings</th>
<th>Credits Required for Graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Two years of history/social science, including:&lt;br&gt;One year of world history, cultures and geography (may be a single yearlong course or two one-semester courses), and one year of U.S. history or one-half year of U.S. history and one-half year of civics or American government</td>
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<tr>
<td>B) English</td>
<td>- Common Core&lt;br&gt;- English/Language Arts 9&lt;br&gt;- Common Core&lt;br&gt;- English/Language Arts 10&lt;br&gt;- Common Core&lt;br&gt;- English/Language Arts 11&lt;br&gt;- Common Core&lt;br&gt;- English/Language Arts 12&lt;br&gt;- English Literature &amp; Expository Composition&lt;br&gt;- AP English Language &amp; Composition&lt;br&gt;- AP English Literature &amp; Expository Composition</td>
<td>40</td>
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<td></td>
<td>Four years of college-preparatory English that include frequent writing, from brainstorming to final paper, as well as reading of classic and modern literature. No more than one year of ESL-type courses can be used to meet this requirement. (RWWNHS students may substitute one year of Designated ELD 3A/B or Designated ELD 4A/B for English 9 for credit toward this requirement)</td>
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</tr>
<tr>
<td>C) Mathematics</td>
<td>- Algebra&lt;br&gt;- Integrated Math I&lt;br&gt;- Integrated Math II&lt;br&gt;- Integrated Math III&lt;br&gt;- Statistics&lt;br&gt;- Pre-Calculus&lt;br&gt;- Calculus&lt;br&gt;- AP Calculus</td>
<td>30</td>
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<td></td>
<td>Three years (four years recommended) of college-preparatory mathematics that include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry. Approved integrated math courses may be used to fulfill part or all of this requirement, as may math courses taken in the seventh and eighth grades if the high school accepts them as equivalent to its own courses.</td>
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<td>D) Laboratory science</td>
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<td>Two years (three years recommended) of laboratory science providing fundamental knowledge in two of these three foundational subjects: biology, chemistry and physics. The final two years of an approved three-year integrated science program that provides rigorous coverage of at least two of the three foundational subjects may be used to fulfill this requirement.</td>
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<tr>
<td>- The Living Earth</td>
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<tr>
<td>- Chemistry in the Earth System</td>
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<tr>
<td>- Physics in the Universe</td>
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<tr>
<td>- STEM Elective</td>
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<tr>
<td>- Environmental Studies</td>
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<tr>
<td>- AP Biology</td>
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<td>- AP Physics</td>
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<tr>
<td>- AP Chemistry</td>
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<tr>
<td>- AP Environmental Science</td>
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<tr>
<th>E) Language other than English</th>
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<tr>
<td>Two years, or equivalent to the 2nd level of high school instruction, of the same language other than English is required. (Three years/3rd level of high school instruction recommended). Courses should emphasize speaking and understanding, and include instruction in grammar, vocabulary, reading, composition and culture. American Sign Language and classical languages, such as Latin and Greek, are acceptable. Courses taken in the seventh and eighth grades may be used to fulfill part or all of this requirement if the high school accepts them as equivalent to its own courses.</td>
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<tr>
<td>- Spanish 1</td>
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<td>- Spanish 2</td>
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<td>- Spanish 3</td>
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<tr>
<td>- AP Spanish Language</td>
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<td>- AP Spanish Literature</td>
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</tbody>
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<tr>
<th>F) Visual and performing arts</th>
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<tbody>
<tr>
<td>One yearlong course of visual and performing arts chosen from the following: dance, drama/theater, music or visual art</td>
</tr>
<tr>
<td>Sample Courses</td>
</tr>
<tr>
<td>- Intro to Digital Video</td>
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<tr>
<td>- Fundamentals of Mass Media</td>
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<tr>
<td>- Fundamentals of Digital Audio</td>
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<tr>
<td>- Design</td>
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<tr>
<td>- Stage Design</td>
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<tr>
<td>- Graphic Design</td>
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<tr>
<td>- Digital Imaging/ Video Production</td>
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<tr>
<td>- Filmmaking 1</td>
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<tr>
<td>- Filmmaking 2</td>
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<tr>
<td>- Filmmaking Production</td>
</tr>
<tr>
<td>- Photography 1</td>
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<tr>
<td>- Photography 2</td>
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</tbody>
</table>
G) College-preparatory elective

One year (two semesters), in addition to those required in "a-f" above, chosen from the following areas: visual and performing arts (non-introductory-level courses), history, social science, English, advanced mathematics, laboratory science and language other than English (a third year in the language used for the "e" requirement or two years of another language)

- Any non-introductory “F” course, additional core class, or world language class

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Additional School Requirements

Physical Education

-PE 1

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Transferability of Courses

RWWNHS shall inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements in a course handbook and provide information on our UCOP list.

RWWNHS has met initial WASC accreditation, and has courses approved by the University of California or the California State University as creditable under the ‘A to G’ admissions criteria, which may be considered to meet college entrance requirements.

Credit Recovery

Russell Westbrook Why Not? High School acknowledges students may fall behind on their progress toward graduation. To accommodate this reality, the Charter School will provide online credit recovery coursework through APEX, or another credit recovery program considered for future adoption. Time for credit recovery will take place as an extended learning opportunity. Although the curriculum is designed to be self-led, teachers and instructional aides will support students, through supervision after-school and during Power Hour, to help ensure that students remain on task and assist with any technical difficulties. All online credit recovery coursework will align with UC Doorways, college counseling, and Parent/Student Handbook.

Transfer students who have failed required coursework at their former school will be enrolled in credit recovery classes. Transfer students who arrive from schools with less rigorous graduation requirements, and are consequently in danger of not meeting the requirements of RWWNHS, may utilize elective periods to fill in the requirement gaps. If gaps still persist, RWWNHS may elect to provide summer school programming or online extended learning opportunities to ensure that transfer students are graduating on time. The School would also consider accepting
credits from equivalent coursework earned at a local community college. Counseling staff or the
school Principal must clear this coursework for transfer, before the credits will be applied
toward graduation.

AP Placement
Students who wish to enroll in an Advanced Placement course must request AP placement from
their counselor during the prior school year (or for new students, upon enrollment). In order for
the counselor to program a student into an AP course, the student should meet certain
expectations regarding academic readiness to thrive in AP. First, the student should demonstrate
subject proficiency as evidenced by a course mark of 3 (or B) or better in the subject course
immediately preceding the desired AP class in the course sequence. Second, the teacher that
taught the previous subject class in the course sequence should recommend that the student take
AP coursework the following year. Teachers who have had past experience with students know
of their strengths, weaknesses and study habits; this information is very useful in determining
readiness for an AP course. Additionally, current and former teachers provide insight into
students who may receive marginal grades but are highly driven and can rise to the challenge.

Students who wish to take AP courses even if they do not meet the criteria set forth may still be
considered. The Principal and school counselor will meet first with the student to determine their
intent and interest in the subject. Once they complete that conversation the student, AP course
teacher and parent will meet to outline the requirements of the course. Within that contract there
will be several interventions for the student if the course work becomes difficult. The school
believes that any student with the interest and determination to take on an AP course should be
allowed to do so with direct support from the teacher and school. Students who continue struggle
in an AP class after receiving academic intervention may be moved to a regular class. Every
decision will be made in the best interests of students.

Common Core English Language Arts (Core)
The English Language Arts curriculum of Russell Westbrook Why Not? High School will be
founded on the belief that all students will be capable of achieving mastery over academic English,
provided intentional, vertically aligned, rigorous instruction and the necessary scaffolding to
access college preparatory curriculum. To meet the needs of second language learners, RWWNHS
will support teaching and learning through research based focused on developing readers and
writers. All English courses will focus on developing academic language in speaking, writing,
reading and listening. All Russell Westbrook Why Not? High School English classes include: in-
class reading, timed writing and explicit vocabulary instruction. Classes will be vertically aligned
to AP Literature and Language courses. Additionally, since the electronic summative state
assessment is largely based on reading and writing proficiency, there will be an expectation that
English teachers infuse technology in their daily instruction.

English teachers will incorporate unit materials from various state approved publishers that are
designed to prepare students for meeting or exceeding the Common Core State Standards in
English Language Arts. Supporting materials includes expository pieces offering historical
contexts and contemporary analysis of major works. Curriculum will include blended learning
resources to allow for targeted and individual learning support. There are also trade book
recommendations that align to the standards and units as covered by the framework to augment
student exposure to relevant literary and expository works.
The Common Core ELA standards for California require that students who are College and Career Ready in Reading, Writing, Speaking and Listening, and Language:

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably
- They come to understand other perspectives and cultures.

The common core high school standards work in tandem to define college and career readiness expectations.

**Common Core English 9**

*Transcript Abbreviation:* Common Core English 9A, Common Core English 9B

The purpose of Common Core English 9 A/B is to expose students to various forms of fiction and nonfiction. Students will understand an assortment of literary concepts, including point of view, authors’ purpose and literary analysis. This course will allow students to increase reading comprehension by making predictions, analysis of structure and format and inferences. The purpose of this course is to increase reading fluency, vocabulary, speaking and listening comprehension and grammar skills through exposure to both fiction and nonfiction texts. Students will structure multiple academic essays to increase writing skills.

**Common Core English 10**

*Transcript Abbreviations:* Common Core English 10A, Common Core English 10B

Scholars in English 10 build on their CCSS and SBAC aligned reading, writing, and communication skills. Scholars read broadly and engage in critical analysis and discussion of variety of literary and informational texts, including world and multicultural texts. As writers, scholars deepen their informational, argumentation, and research writing skills when they solidify their understanding of the writing process. Students produce well-organized and well-supported writing projects that address a clear target audience. Scholars further refine their speaking and listening skills through classroom discourse, collaborative projects, and presentations.

**English 11**

*Transcript Abbreviations:* Common Core English 11A, Common Core English 11B, English 11A, English 11B

*Prerequisites:* English 9/Common Core English 9 (Required) and English 10/Common Core English 10 (Required)

English II is a rhetoric-based course that strategizes student’s development of advanced proficiency in expository, analytical, and argumentative reading and writing. Through the process of prereading, reading and post reading activities students learn to make predictions about text, analyze both the content and the rhetorical structures, and properly support their own arguments with evidence from nonfiction and literary texts. Through the process of prewriting, writing, and post writing activities students closely examine the relationship between an author’s argument or theme and his or her audience and purpose; to analyze the impact of structural and rhetorical strategies; and to examine the social, political, and philosophical assumptions that underlie the text.
**English 12**

*Transcript Abbreviation:* Common Core English 12 A, Common Core English 12 B

*Prerequisites:* Common Core English 9 (Recommended), Common Core English 10 (Recommended), English 11 (Recommended)

English 12 is a course in the development of college-level reading, writing, and critical thinking skills, emphasizing basic argumentation. Students analyze ideas and structure in assigned readings and compose essays supporting arguable thesis statements. The second half of the course involves transfer-level expository and argumentative writing with critical reading of non-fiction, fiction, and poetry. A substantial research paper utilizing proper MLA documentation is required, as is a portfolio of the students' best work for each semester. The writing component of the course takes place in the classroom and the computer lab, where students receive individualized instruction in critical reading, the conventions of standard written English, and in all stages of the writing process.

**AP English Language and Composition A/B**

*Transcript Abbreviation:* AP ENG LANG A, AP ENG LANG B, AP English Language and Composition A, AP English Language and Composition B

*Prerequisite:* There are no prerequisite courses for AP English Language and Composition. Students should be able to read and comprehend college-level texts and write grammatically correct, complete sentences.

The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text—from a range of disciplines and historical periods.

**English 12: English Literature and Expository Composition A/B**

Our 12th graders may take an English Literature course in which they study select works by British authors to consider and analyze philosophical, political, religious, ethical, and social influences of historical periods. Students will engage in discussion to prepare oral and written arguments that provide all relevant perspectives and consider the validity and reliability of sources. Students will engage in a study of interpretative theories to help them understand multiple perspectives and ways to understand literature through different lenses. Students will also examine expository and informational genres (e.g., essays, biographies, critiques, précis, and newspaper and magazine articles) for literal and implied meaning and to demonstrate through classroom discussion, oral presentation, and written expression an understanding of the text. By analyzing such media, students will learn logical and coherent organization, clarity of expression, and suitability in style, usage, and the conventions of writing.

**AP English Literature and Composition**

*Transcript Abbreviation:* AP English Literature and Composition A, AP English Literature and Composition B

*Prerequisite:* There are no prerequisite courses for AP English Literature and Composition. Students should be able to read and comprehend college-level texts and write grammatically correct, complete sentences.
The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the way’s writers use language to provide both meaning and pleasure. As they read, students consider a work’s structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

English Language Development Courses

ELD 1/2

_Transcript Abbreviation:_ ELD 1/2A, ELD 1/2B, ELD A, ELD B

Expanding ELD is an integrated ELA/ELD program and centers on four units of instruction which, in total, provide instructional content, lesson plans, and other resources necessary for English Language Development. Each of the four units of instruction at grade level contain two key components that are linked and work in tandem: A Core ELA Unit and a designated ELD unit. Each of the units are united by a single theme and essential question. Multi-faceted exploration of themes and questions allows for the development of deep content knowledge, including related content areas.

Students at this level are challenged to increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways that are appropriate to their age and grade level. Designated ELD is a protected time during the regular school day in which teachers use the California English Language Development Standards as the focal standards in ways that build into and from content instruction in order to develop critical language English Learners need for content learning in English.

Advanced ELD 3/4


This course is designed to help English Language Learner students develop high levels of academic achievement and proficiency across the core content areas in reading, writing, listening and speaking. The course itself is a combination of English Development embedded in a curriculum meant to mirror that of the English 1 courses at the student’s school. ELLs are expected to develop their target language while they interact with a variety of text types from which they must form meaning after analysis and interpretation. This curriculum is meant to be adaptable to the various linguistic needs and levels of the students in the course. This course should reactivate prior linguistic knowledge while promoting new skill acquisition. As the language skills of the students increase, the teacher is expected to reflect this shift in their teaching and assessment style. Materials are left purposefully flexible as well, in order to be appropriately selected to be within the zone of proximal development of the students. It is expected that the teacher will be continuously monitoring the growth and progress of the students’ language, and making text selections accordingly.

Mathematics (Core)

RWWNHS offers the Integrated Math Pathway, which blends standards from two or more domains in each of the three-course sequence. This pathway is designed to ensure that students master all
the math standards by grade 12. Mathematics courses can be offered at an accelerated rate to
students who meet the criteria, to provide opportunities for additional math courses in grades 11 -
12 to include AP Calculus. Students who need additional support in mastering math standards will
be provided with support classes and intervention embedded throughout the school day.
Curriculum for the math courses will consist of state adopted, common core aligned core series
and supplemental materials, including software programs that allow students opportunities to
apply the standards. Guidelines for the University of California (UC) admission requirements
clearly state that combinations of integrated math, algebra, geometry and other courses can also
satisfy the “c” subject requirement.

**Integrated Math I (Credential-One of the following: Single Subject Math, Foundational Level
Math, Supplementary Authorization in Intro Math 2, Mathematics Instructional Added
Authorization or Subject Matter Authorization in Intro Math 2)**

**Transcripts Abbreviation:** Integrated Math IA, Integrated Math IB
Integrated Math IA/B is a course where students will explore operations on algebraic expressions,
and apply mathematical properties to algebraic equations. Students will problem solve using
equations, graphs and tables and investigate linear relationships, including comparing and
contrasting options and decision-making using algebraic models. Reinforcement of topics from
two-dimensional Geometry is integrated into this curriculum. This includes applications from the
areas of area and perimeter, the Pythagorean Theorem and its applications, as well as geometric
proportion. Finally, introductory instruction in the area of mathematical probability is provided to
reinforce use of fractions and numerical modeling. Students will periodically review previous units
to improve retention of concepts. This course specifically written to align with any Common Core
textbook for Integrated Mathematics I.

**Integrated Math II (Credential-One of the following: Single Subject Math or Foundational
Level Math)**

**Transcripts Abbreviation:** Integrated Math IA, Integrated Math IB
Integrated Mathematics II expands on knowledge gained in the Integrated math I course and also
expands into quadratic, absolute value, and other functions. Students will also explore polynomial
equations and factoring, and probability and its applications. Coverage of geometry topics extends
to polygon relationships, proofs, similarity, trigonometry, circles, and three-dimensional
figures. Each section in Integrated Mathematics II begins with a discovery Activity or Exploration
that encourages conceptual understanding. These provide students with the opportunity to
collaborate, explore, question, explain, and persevere as they seek to answer Essential Questions
that encourage abstract thought.

**Integrated Math III A/B (Credential-One of the following: Single Subject Math)**

**Transcripts Abbreviation:** Integrated Math IIIA, Integrated Math IIIB
In Integrated Mathematics III, students will expand their understanding of area and volume with
geometric modeling, which students will apply throughout the course as they learn new types of
functions. Students will study polynomial, radical, logarithmic, rational, and trigonometric
functions. They will also learn how visual displays and statistics relate to different types of data
and probability distributions.

**Statistics A/B (Credential-One of the following: Single Subject Math or Foundational Level
Math)**
This course will cover the basic principles of descriptive statistics, exploratory data analysis, design of experiments, sampling distributions and estimation, and fitting models to data. Statistical concepts will be studied in order to understand related methods and their applications. Other topics include probability distributions, sampling techniques, binomial distributions, and experimental design. The course will also look extensively at the principles of hypothesis testing and statistical inference. Measuring the probability of an event, interpreting probability, and using probability in decision-making will be central themes of this course. Students will be able to complete a thorough investigation of both one-variable data sets and of the relationship between two variables. Examples of games of chance, business, medicine, policy-making, the natural and social sciences, and sports will be explored. Use of the computer and the graphing calculator expose students to the power and simplicity of statistical software for data analysis. The graphing calculator will be used extensively as a learning tool and will be required for the course. This course will utilize state adopted, standards aligned core and supplemental learning materials that build connections between statistical concepts and real-world applications through interactive features.

Pre-Calculus (Credential-One of the following: Single Subject Math)

Transcripts Abbreviation: Pre-Calc, Pre-Calculus

The purpose of this course is to prepare students to take Calculus and other higher levels of Mathematics. Students will build on topics covered in a second year Algebra course and will be able to go into more depth and application of each concept in connection to Calculus. The expected outcomes of this course are for students to have a solid foundation and understanding of functions algebraically and graphically, including trigonometric functions. In addition, students will master the advanced Algebraic skills in working with and developing equations. This course aligns with the goals of the UC Mathematics requirement through allowing students to demonstrate their mastery of concepts through real world problems and scenarios, giving students the opportunity to make and test conjectures, give solutions in multiple representations, using correct symbols and notation, defend and prove that their solution is correct and/or accurate.

This course will cover 7 critical focus areas:

- Complex number system
- Vector and matrix quantities
- Seeing structure in expressions
- Reasoning with equations and in equalities
- Interpreting functions,
- Building functions
- Statistics and probability.

Calculus/AP Calculus A/B (Credential-One of the following: Single Subject Math)

This course will be taught with the same level of depth and rigor as entry-level college and university calculus courses in one variable calculus. The course teaches students how to prove and use theorems evaluating the limits of sums, products, quotients, and composition of functions; how to use graphing calculators to verify and estimate limits; and how to prove and use special limits. Students in Calculus will be able to define and graph the continuity of functions; apply the intermediate extreme value theorems; and both derive derivative formulas and use derivatives to solve a variety of problems from physics, chemistry, and economics involving rate of change of a function. Calculus students learn to use differentiation to solve optimization and rate problems and to sketch graphs of functions by hand and to identify maxima, minima, inflection points, and
intervals in which the function will be increasing and decreasing. Students use definite integrals to model problems in physics, such as area, velocity, acceleration, area of a surface of revolution, and work. The course covers using the fundamental theorem of calculus to interpret integrals as antiderivatives and the properties and computation of inverse trigonometric functions. Calculus includes instruction in how to use various tests to determine whether a series converges, how to form new series from known ones; how to calculate Taylor polynomials, and how to apply different techniques to solve elementary differential equations in the context of a wide variety of real-world situations, including growth-and-decay problems. Graphing calculators will be used throughout the course. The AP Calculus course will utilize state adopted textbooks and supplemental content that prepares for students for success in college math.

**Algebra 1**
Algebra 1 Common Core is a first-year course in the traditional math course sequence that includes Algebra I, Geometry, and Algebra II. This is a one-year course designed for 9th graders that satisfies the California Common Core Standards for the Traditional Pathway Model. Algebra I Common Core builds and strengthens the study of algebraic expressions, equations, inequalities, and functions.

The content of this course is organized into 7 BIG Ideas in order to help one understand how the math that is being studied connects to the real-world. The 7 BIG Ideas are as follows:
1) Properties
2) Variable
3) Equivalence
4) Solving Equations & Inequalities
5) Proportionality
6) Function
7) Modeling

Some of the topics covered include simplifying expressions, real numbers, solving equations/inequalities, graphing equations/inequalities, writing linear equations/inequalities, absolute value equations/inequalities, systems of equations/inequalities, direct and inverse variation, exponents and exponential functions, polynomials, factoring, quadratic equations, rational expressions/equations, radicals, and connections to geometry.

**History/Social Science (Core)**
Russell Westbrook Why Not? High School History-Social Science courses will be designed to develop the following literacies:
*Historical Literacy:* developing research skills and a sense of historical empathy; *Ethical Literacy:* recognizing the sanctity of life and dignity of individual, understanding the ways in which different societies have tried to resolve ethical issues; *Cultural Literacy:* understanding the rich, complex nature of human cultures; *Geographic Literacy:* developing an awareness of place; *Economic Literacy:* understanding the basic economic problems confronting all societies; *Socio-Political Literacy:* understanding the close relationship between social and political systems. At Russell Westbrook Why Not? High School, these literacies will be employed to give students a deeper understanding of their own context and agency.

RWWNHS will utilize state adopted programs and support materials, including primary sources, to provide a robust framework that helps students connect, experience, and understand the world
around them. Students will use this textual framework to acquire and hone the above literacies. Students will engage in an evidence-based approach fosters empathy and reflection, improves students’ academic performance, increases their historical understanding, and encourages positive civic participation. Their programs deliver the skills students need to succeed in the 21st century global society, such as the mastery of core academic content; the development of social-emotional competencies; and the ability to think critically and solve complex problems, work collaboratively, and communicate effectively.

**World History**

*Transcripts Abbreviation: World History A, World History B*

This full year course explores the expansive history of the human world by reviewing moral and ethical principles of Ancient times to the rise of democratic ideas in modern times framed by the following five themes: (1) interaction between humans and the environment; (2) development and interaction of cultures; (3) state building, expansion and conflict; (4) creation, expansion and interaction of economic systems and (5) development and transformation of social structures. Essential questions will be used to focus areas of study within the units. Students will appreciate and identify patterns and complexities in cultures across time and place to of current issues in order to make more informed decisions as citizens of their nation. Other objectives include intelligent questioning, investigating and understanding of multiple explanations of cause and effects that occur historically to further develop historical literacy while presenting their findings in multiple written, digital and oral formats. Students will use this historical literacy and research skills to analyze evidence (primary and secondary sources) to distinguish between valid and false arguments and claims.

**AP World History**

*Transcript Abbreviation: AP World History A, AP World History B*

*Prerequisite: There are no prerequisites for AP World History: Modern. Students should be able to read a college-level textbook and write grammatically correct, complete sentences.*

In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

**United States History**

*Transcript Abbreviation: US History A, US History B*

*Prerequisite: World History*

In US History, students study the major turning points in American history in the twentieth century. The course begins with a review of the nation’s beginnings and the impact of the Enlightenment on U.S. democratic ideals, and a continuation of the study of global industrialization from a world history course to understand the emergence and impact of new technology and a corporate economy, including the social and cultural effects. Students analyze the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. Students examine the major
social problems and trace their causes in historical events. Students examine our rights under the U.S. Constitution and the responsibilities of all citizens in maintaining our democratic ideals.

**AP United States History**


**Prerequisite:** There are no prerequisites for AP U.S. History. Students should be able to read a college-level textbook and write grammatically correct, complete sentences.

In AP U.S. History, students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.

**United States Government**

*Transcript Abbreviation: Government A*

In this course, students examine the foundations and the principles of the American government and the necessity of the population of the United States to become engaged in their communities. The course begins with the origins and foundations of government in the United States, then explores the responsibilities and changes to each of the three branches of government, then finally examines the role and influence of the media on the people, and the peoples’ influence on American government. Students will also be exploring local, state, federal, and international issues that they feel are important in their chosen community. During this process, students will learn to identify a civic issue, investigate that issue, design a proposal to help solve the issue, enact that proposal, and then reflect and self-evaluate their experience, process, and conclusions. From this process, students will be able to identify whether their proposal was efficient and successful in helping solve the civic issue, or where the student can improve the proposal to reach their desired results.

**AP United States Government and Politics**

*Transcript Abbreviation: AP Gov A*

**Prerequisite:** There are no prerequisite courses for AP U.S. Government and Politics. Students should be able to read a college-level textbook and write grammatically correct, complete sentences.

AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project. The required project adds a civic component to the course, engaging students in exploring how they can affect, and are affected by, government and politics throughout their lives. The project might have students collect data on a teacher-approved political science topic, participate in a community service activity, or observe...
and report on the policymaking process of a governing body. Students should plan a presentation that relates their experiences or findings to what they are learning in the course.

**Economics**

*Transcript Abbreviation: Economics A, Economics B*

This one-semester course provides a solid foundation of the basic institutions, concepts, principles and practices of economics. Instruction focuses on economic concepts that underlie the United States market system and its operations. The course includes an analysis of the American free enterprise system through a study of comparative economics. They will then compare our economic system to those of other countries and make reasoned judgements about economic questions. They will learn to apply both basic Micro and Macroeconomics concepts, and use the proper vocabulary to express them. Students will be exposed to measurement concepts and methods involving tables, charts, graphs and index numbers in order to comprehend the relationship between economic variables. At the conclusion of this course, students will have gained an overview of basic economic principles and theories within a historical context that addresses basic economic problems, the nature of economic growth, economic fluctuations, and national income distribution. The ability to understand economics enables students to be informed, critical citizens that can participate in the American economic process.

**Civil Rights & Civic Action**

*Transcript Abbreviation: Civil Rights & Civic Action A, Civil Rights & Civic Action B*

The Fourteenth Amendment to the United States Constitution guarantees the “equal protection of the laws” to all, and it shields the fundamental freedoms of Americans from violation by the federal government or state governments. In conjunction with the Bill of Rights, it is the foundation for the protection of civil liberties and civil rights in the United States. In this course, students will be introduced to constitutional law through an examination of how the American judicial system interprets today and has in the past interpreted the Fourteenth Amendment in a wide range of civil rights and civil liberties cases. Through these examples, we’ll explore how federal and state courts are organized, how cases work their way through the legal system, and how judges arrive at their decisions. A central theme of the course will be the fraught relationship between judicial institutions and partisan political actors; we’ll examine how court decisions have shaped U.S. policy with regard to reproductive rights, racial justice, the rights of the disabled, gun control, the rights of criminal defendants, gender equality, and the freedoms of speech and religious expression.

**Science (Core)**

Russell Westbrook Why Not? High School implements the High School Three Course Model. The school offers the NGSS sequence; Living Earth, Chemistry in the Earth System, and Physics in the Universe courses. The three-course model combines all high school performance expectations (PEs) into three courses. To highlight the nature of Earth and space sciences (ESS) as an interdisciplinary pursuit with crucial importance in California, the three courses present an integration of ESS and one of the other high school disciplines.

*The Living Earth (Credential-One of the following: Biological Sciences: Specialized, Life Science, Specific Supplementary Authorization in Biological Sciences, Specific Subject Matter Authorization in Biological Sciences and One of the following: Foundational Level General Science, Science: Geosciences, Science: Chemistry, Science: Physics Physical Science, Geoscience: Specialized, Specific Supplementary Authorization in Geosciences or Earth*

Transcript Abbreviations: The Living Earth A, The Living Earth B
This course presents the life science and selected Earth science CA NGSS PEs organized into six embedded units that follow a preliminary understanding of scientific practices. The sequence begins with elements of earth and its atmosphere and the contributing affect photosynthesis had on shaping the atmosphere while also examining the role photosynthesis and cellular respiration plays in the flow of energy from the sun to living things. Then the course moves to ecosystems as a whole (looking at both living and non-living components), progressing into connections within ecosystems and the interactions between the biotic and abiotic factors. From there, the course moves to looking at the complex nature of an organism by learning how DNA plays an essential role in the coding for proteins. The course then leads students into inheritance of traits and takes a look at how the DNA they studied in the previous unit gets passed on and how offspring inherit traits from the parent. From here, the course takes a look at evolution, utilizing their knowledge of how traits are passed on and examining how those traits are influenced over time to yield greater biodiversity and new species. The course ends by coming back full circle to ecosystems and the impacts that humans have on them especially in relationship to climate change.
In this advanced course, students will have additional labs and hands on experiences to help prepare them for concepts presented in the AP Biology course. Students will also participate in an individual course project that demonstrates their abilities to analyze and communicate biological themes and processes that will best prepare them for AP.

Chemistry in the Earth System (Credential-One of the following: Chemistry: Specialized, Specific Supplementary Authorization in Chemistry , or Specific Subject Matter Authorization in Chemistry and One of the following: Foundational Level General Science : Geosciences Science: Biological Sciences Science: Physics Geoscience: Specialized* Specific Supplementary Authorization in Geosciences or Earth Science* Introductory Supplementary Authorization in Science, Physical or General Science* Introductory Subject Matter Authorization in Science Specific Subject Matter Authorization in Geosciences)

Transcript abbreviations: Chemistry in the Earth System A, Chemistry in the Earth System B, Chemistry of the Earth A, Chemistry of the Earth B
Chemistry in the Earth System is a laboratory and inquiry-based course emphasizing the students' ability to demonstrate their knowledge of chemistry within the context of the Science and Engineering Practices outlined in the Next Generation Science Standards. This course specifically examines the role of chemical properties and processes in driving the Earth system. The sequence of this course is based on a specific storyline about climate change modeled in the CA State Science Framework. It begins with a tangible example of combustion and food calorimetry and goes on to explore the combustion of fossil fuels and the release of heat, carbon dioxide and water as a fundamental thread that ties together many of the sections of the course and ensures the chemistry concepts are able to be placed in the context of Earth’s systems. While many chemistry courses begin with the study of the atom, this course begins with macroscopic observations of a familiar phenomenon (combustion) and then moves to the microscopic, but begins with simple interactions between particles to explain thermal energy and how it is exchanged within systems. Students then apply their understanding of heat flow to see its role in driving plate tectonics within the Earth system. Once the students are firmly thinking about matter as particles, then they undertake the nature of the particles themselves by studying atoms and how their behaviors are categorized into the periodic table. Once students are equipped to model simple chemical
reactions, they return to the combustion chemical reaction and consider the impact its product, carbon dioxide, has on the global climate system. Next, students consider more advanced chemical reactions and apply their understanding of chemical equilibrium to the very real problem of ocean acidification, which has been affected due to changes in carbon-dioxide concentrations in the atmosphere. In the end, students will have explored the fundamentals of chemistry and the role it plays in the Earth’s geosphere, its hydrosphere and its atmosphere.

Physics in the Universe A/B (One of the following: Physics: Specialized, Specific Supplementary Authorization in Physics, or Specific Subject Matter Authorization in Physics and One of the following: Foundational Level General Science : Geosciences Science: Biological Sciences Science: Chemistry Geoscience: Specialized Specific Supplementary Authorization in Geosciences or Earth Science Introductory Supplementary Authorization in Science, Physical or General Science Introductory Subject Matter Authorization in Science Specific Subject Matter Authorization in Geosciences)

Transcript Abbreviation: Physics A, Physics B, Physics in the Universe A, Physics in the Universe B

Physics of the Universe is a Next Generation Science Standards (NGSS) aligned course where students build an understanding of major Physics concepts through the lens of Earth and Space Science phenomena. In this NGSS aligned Physics course, students will participate in the process of science looking for patterns in data and asking testable questions to build conceptual and mathematical models from which predictions can be made and formal investigations designed to confirm relationships between variables. As a result of these investigations, null hypothesis and alternative hypotheses will be accepted or rejected, where the strength of the evidence can be assessed, and the results communicated among peers and compared to the scientific literature. Units on seismic waves, sound, and light will build students’ understanding of wave characteristics and the key evidence scientists use to develop theories such as The Big Bang. Units on Newton’s laws of motion and the Conservation of Momentum will build student’s understanding of how bodies, small and large, move in response to forces and how understanding universal forces such as motion of tectonic plates and the planets can be used to engineer devices such as automobile and athletic safety, roller coasters, satellites, and rockets to Mars. Finally, units investigating force fields, electricity, magnetism, and energy will provide students with theories behind energy conversions devices and energy/environmental policy. The integration of Engineering principles will help students design, build, and improve upon current technologies, breaking down complex global problems into more manageable problems that can be solved through this lens. The course taps into students’ prior knowledge of mathematical concepts such as unit conversion, the metric prefix system, scientific notation, significant figure rules, dimensional analysis, algebraic rules of calculations, and the geometry of our world. It introduces students to new concepts such as vector analysis, the inverse square law, linear relationships, and manipulation of multiple variable equations. Using mathematical and computational thinking, students engage in argument from evidence and develop scientific explanations in order to communicate recommendations to address real world problems. Students will discuss and evaluate a wide variety of scientific texts and data from different sources, which include the analysis and interpretation of data sets used by the scientific community. In each unit, the Disciplinary Core Ideas and Crosscutting Concepts are contextualized by a “storyline” and assessments are designed to measure competency in a variety of ways, meeting the needs of diverse learners. Formative assessments will be used to adjust instruction while students self-evaluate their learning, revise their thinking, create a deeper understanding of complex scientific principles, and connect to science in a meaningful way.
The school may offer the following AP Science courses:

**AP Biology**
*Transcript Abbreviation:* AP Biology A, AP Biology B

*Prerequisite:* High school courses in Biology and Chemistry

Study the core scientific principles, theories, and processes that govern living organisms and biological systems. You’ll do hands-on laboratory work to investigate natural phenomena. Students will learn:

1. Designing experiments and procedures to test a prediction or theory
2. Interpreting data to draw conclusions
3. Collecting and analyzing data
4. Developing and supporting a scientific claim with evidence

**AP Environmental Science**
*Transcript Abbreviation:* AP Environmental Science A, AP Environmental Science B

*Prerequisite:* Two years of high school laboratory science, including life science and physical science, along with at least one year of algebra (or equivalent)

The AP Environmental Science course is the equivalent of a one-semester, introductory college course in environmental science, through which students will explore and investigate the interrelationships of the natural world and analyze environmental problems, both natural and human-made. Students will take part in laboratory investigations and field work. Note: Students should save their lab notebooks and reports; colleges may ask to see them before granting credit. Students will learn:

1. Explaining environmental concepts and processes
2. Applying quantitative methods in solving problems
3. Analyzing data, visual representations, and writings
4. Proposing a solution for an environmental problem and supporting your idea with evidence

**AP Chemistry**
*Transcript Abbreviation:* AP Chemistry A, AP Chemistry B

*Prerequisites:* Students should have successfully completed a general high school chemistry course and Algebra II (or equivalent)

The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore content such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. This course requires that 25 percent of instructional time engages students in lab investigations. This includes a minimum of 16 hands-on labs (at least six of which are inquiry-based). It is recommended that students keep a lab notebook throughout.

**AP Physics**
*Transcript Abbreviation:* AP Physics A, AP Physics B

*Prerequisites:* There are no prerequisite courses. Students should have completed Geometry and be concurrently taking Algebra II or an equivalent course. Although the Physics 1 course includes basic use of trigonometric functions, this understanding can be gained either in the concurrent math course or in the AP Physics 1 course itself
AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque and rotational motion, electric charge and electric force, DC circuits, and mechanical waves and sound. This course requires that twenty-five percent of instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to demonstrate the foundational physics principles and apply the science practices. Inquiry-based laboratory experiences support the AP Physics 1 course and AP Course Audit curricular requirements by providing opportunities for students to engage in the seven science practices as they design plans for experiments, make predictions, collect and analyze data, apply mathematical routines, develop explanations, and communicate about their work. Colleges may require students to present their laboratory materials from AP science courses before granting college credit for laboratory work, so students should be encouraged to retain their laboratory notebooks, reports, and other materials.

Science Electives
RWWNHS students will take three years of high school science. In addition to the three-course model, students may complete the following science electives. The electives are aligned with NGSS standards, and provide students with opportunities to apply high level scientific content to prepare them to embark upon higher education with strong science foundations.

Science Projects (STEM Education)
Transcripts Abbreviations: Science Projects (STEM Education) A, Science Projects (STEM Education) B
Applied STEM is year-long course that introduces the fundamental language, ideas, and tools used in the fields of Science, Technology, Engineering, and Mathematics. The course allows students to explore a variety of hands-on, inquiry-based scientific experiments, drawing from physics, biology, economics, psychology and other fields. Simultaneously, students build their foundational science and mathematics skills and learn to design experiments, utilize technology to analyze data, become more proficient and precise writers, and improve their public speaking skills.

Environmental Studies
Transcripts Abbreviation: Environmental Studies A, Environmental Studies B
Students will utilize scientific principles, concepts and methodologies required to understand 6 foundational interdisciplinary themes: 1. Science as a process; 2. Energy conversions underlie all ecological processes; 3. The Earth itself is one interconnected system; 4. Humans alter natural systems; 5. Environmental problems have a cultural and social context; and 6. Human survival depends on developing practices that will achieve sustainable systems. Students will utilize laboratory investigation and field investigation to study topics. The "real science" behind environmental problems and issues will be explained in this interdisciplinary course. It will closely examine 4 main spheres: Biosphere, Atmosphere, Hydrosphere, Lithosphere and explain how these spheres are interconnected. Global impact by man vs. nature will be a great focus. Significance of population, use of resources, energy, and conservation will be stressed. Current events, case studies, presentations, and laboratory experiments will be utilized. Focus will be made for students to better be able to apply information acquired to their own community environmental needs. This course will be equally rigorous to other science college prep non-AP courses.
Foreign Language (College Preparatory)
Russell Westbrook Why Not? High School believes that it will be important for all students to be literate in Spanish. Although many of the students attending Russell Westbrook Why Not? High School will speak colloquial Spanish, few read Spanish or understand its proper grammar. Because bi-literacy will be a tremendous asset to students, we offer Spanish to help teach students become truly fluent in academic Spanish. Students will be, therefore, expected to take a full four years of Spanish coursework.

Courses begin with the grammatical groundwork for Spanish and move through successively more challenging and complex material at each level. Model sentences and reading passages gradually increase in length and complexity. Special long-range projects will be designed to recognize multiple intelligences in student learning styles and interests and connect to the film and entertainment theme and enrichment opportunities. Teachers use audio and videotapes, computer software, and authentic texts (such as newspapers) to enhance reading and listening skills. Students write on a variety of topics, ranging from personal experiences and current events in the lower levels to literary analysis in the upper levels.

RWWNHS curriculum and supplemental materials that develop foundations of Spanish Language supplemented with blended learning resources such as audio dictionaries, interactive digital practice activities, videos of conversational examples, and educational games.

Spanish 1
**Transcript Abbreviation:** Spanish 1A, Spanish 1B
This course is an introduction to the Spanish language and Latin American cultures. Basic grammar and sentence structure are taught to develop the ability to communicate accurately and effectively in speech and in writing. Students develop comprehension of the Spanish language and respond to the language demands of transactional and social contacts. Spanish sounds are learned through imitation and repetition to develop everyday vocabulary. Cultural themes of the Spanish-speaking world are introduced to offer students insights into the Spanish and Latin American cultures.

Spanish 2
**Transcript Abbreviation:** Spanish 2A, Spanish 2B
Prerequisite: Spanish 1 (Recommended)
This course first, goes back to themes from Spanish 1 to review and re-teach previous content. Spanish 2 is a continuation and expansion of the students’ vocabulary, grammar, and understanding of the Hispanic culture. The purpose of the course is to build upon what the students already know from Spanish 1, basic understanding of the language and culture that allows the students to carry on small conversations with a higher level of proficiency in the language.

Spanish 3
**Transcript Abbreviation:** Spanish 3A, Spanish 3B
Prerequisite: Spanish I (or equivalent) (Required), Spanish II (or equivalent) (Required)
In Spanish III, students build upon the skills and knowledge they acquired in Spanish I and II. The course presents new vocabulary and grammatical concepts in context while providing students with ample opportunities to review and expand upon the material they have learned previously.
Students read and listen to authentic materials from newspapers, magazines, and television. The content is focused on contemporary and relevant topics such as urbanization and population growth in Latin American countries, global health concerns, jobs of the future, and scientific advancements. The materials engage students as they improve their command of Spanish. Students review the formation and use of regular and irregular verbs in the present and future tenses, as well as the use of reflexive particles and infinitives. They also expand their understanding of noun and adjective agreement, the comparative and superlative degree of adjectives, and the placement and use of direct and indirect objects and pronouns. Students expand their vocabulary through exposure to word roots and families, popular slang, the correct use of words that are often confused for one another, and review of concepts such as proper placement of accents and stress. Presentation of new materials is always followed by several interactive, online exercises, allowing students to master the material as they learn it. Teacher-scored activities provide students with opportunities to use their new Spanish skills both orally and in writing. Discussion activities allow students to interact with their peers in the target language.

**AP Spanish Language and Culture**

*Transcript Abbreviation:* AP SPAN LNG A, AP SPAN LNG B, AP Spanish Language A, AP Spanish Language B

**Prerequisite:** There are no prerequisites; however, students are typically in their fourth year of high school–level Spanish language study. In the case of native or heritage speakers, there may be a different pathway of study leading to this course.

The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish. The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students’ awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

**AP Spanish Literature and Culture**

*Transcript Abbreviation:* AP Spanish Literature and Culture A, AP Spanish Literature and Culture B

**Prerequisite:** While there are no prerequisites for this course, AP Spanish Literature and Culture is designed for students who have successfully completed at least three years of high school level Spanish language study. While a prerequisite, students may wish to complete the AP Spanish Language and Culture course before taking AP Spanish Literature and Culture, as the texts are presented in Spanish. In the case of native or heritage speakers, there may be a different pathway of study leading to this course.

The AP Spanish Literature and Culture course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, plays, and essays) from Peninsular Spanish, Latin American, and U. S. Hispanic literature. Students develop proficiencies across the three modes of communication (interpretive, interpersonal, and presentational) in the range of Intermediate High to Advanced Mid of the American Council on the Teaching of Foreign Languages’ (ACTFL) Proficiency Guidelines. Through careful examination of the required readings and other texts, students work to hone their critical reading and analytical writing skills. Literature is explored
within the contexts of its time and place, and students gain insights on the many voices, historical periods, and cultures represented in the required readings and other texts. The course also includes a strong focus on cultural, artistic, and linguistic connections and comparisons, which is supported by the exploration of various media (art, music, film, articles, and literary criticism).

**Visual Arts (College Preparatory)**
Russell Westbrook Why Not? High School will offer A-G approved elective courses that allow students to learn about the technical aspects of entertainment production, cultivate possible interest in pursuing local occupational opportunities related to entertainment industries, and provide them with a foundation of transferable technical knowledge that students may rely on as working adults. In addition, RWNHS will provide students the opportunity to visit local museums, attend relevant performances, and engage their communities as an extension of their content area learning in visual art.

**Introduction to Digital Video (Credential- CTE: AMAE or SS: ITE, ITEX, or IA)**
*Transcript Abbreviation: Introduction to Digital Video A, Introduction to Digital Video B*
The course will introduce students to the fundamentals of video and multimedia production. Students will learn the aesthetics of shooting, audio, lighting editing and media delivery. The course emphasizes hands-on production experience using a variety of media creation equipment including iPads, DSLR cameras, and studio production equipment.

**Design A/B (Credential- CTE: AMAE or SS: ITE, ITEX, or IA)**
The purpose of this course is to provide a balanced visual arts program, which guides students to achieve the standards in the visual arts. In Design, students gain knowledge of the organization of the elements of art and principles of design through their application to studio arts projects in two- and three-dimensions. In this basic course, an increased understanding of art history, aesthetic valuing and making connections with other subjects occur as students develop the rudimentary tools to analyze his or her visual environment. The course supports learning in other content areas and encourages lifelong learning.

**Stage Design A/B (Credential- CTE: AMAE or SS: ITE, ITEX, or IA)**
In Stage Design, students receive a general survey of historical and aesthetic traditions in theatre and stage design. Opportunities are afforded for direct application of theory through participation in designing, constructing, painting, and lighting stage settings and props for school plays and programs. Emphasis is placed on interdisciplinary connections, and on exploring career opportunities.

**Graphic Design A/B (Credential- CTE: AMAE or SS: ITE, ITEX, or IA)**
Graphic Design provides an overview of design through two-dimensional and three-dimensional real-world applications. Students will explore the history of graphic design, and develop skills in artistic perception, creative expression, aesthetic valuing, critiquing, and career and real-world application of design strategies while solving visual art problems. Students will develop an awareness of historical trends in design and digital media as well as the vocabulary to communicate about graphic ideas.

Students will work critically to analyze their own experiences in relation to interpretations of design. They will keep sketchbooks to record graphic design in the real world and personal sketches and plans. Through group and individual projects students will develop perception and
application of the elements of art and principles of contemporary design. The students will use a variety of software and technologies, such as Photoshop, Google Sketch, PowerPoint, and Flash to create and present their work, culminating in a digital portfolio featuring work from throughout the school year. The portfolio will include projects such as: digital photographic self-portrait collages, advertising campaigns, sports team logos, CD cases, environmentally friendly buildings, and animated characters.

**Digital Imaging/Video Production A/B (Credential- CTE: AMAE or SS: ITE, ITEX, or IA)**  
*Prerequisite: Graphic Design A/B*

Digital Imaging Production offers opportunities for the experienced, capable, and dependable student to work in a computer studio environment and to serve the school. The course includes activities that develop the student’s ability to record and communicate using contemporary technologies, while learning more about the historical and aesthetic traditions of the visual arts. This course offers the opportunity to create a portfolio for application to postsecondary educational programs or employment upon graduation.

**Filmmaking 1 (Credential- CTE: AMAE or SS: ITE, ITEX, or IA)**  
*Transcript Abbreviation: Filmmaking 1A, Filmmaking 1B*

In Filmmaking, students experience both the creative and technical aspects of filmmaking in conjunction with learning about historical and contemporary traditions. Story writing, story-based display, basic visual composition, and general reproduction skills will be included with camera techniques, animation, and line action planning. Filmmaking traditions may be extended with video and multimedia technologies. Interdisciplinary experiences and arts activities lead to refining a personal aesthetic and a heightened understanding of career opportunities in art and arts-related fields.

**Filmmaking 2 (Credential- CTE: AMAE or SS: ITE, ITEX, or IA)**  
*Transcript Abbreviation: Filmmaking 2A, Filmmaking 2B*

*Prerequisite: Filmmaking 1A/B*

In this advanced pathway course, students will participate in the pre-production, production, and post-production processes of digital media products. The course focuses on exploration of emerging platforms for distribution and full expression through digital media technologies. The students will be acquired skills to create original work, complete in-school projects, and collaborate with peer experts and industry partners at the professional level. They will research, develop, and produce project plans to promote original media productions and online presence that will be marketed and distributed to the school, community, and festivals. This course is the capstone course for students in the Digital Media Arts Program.

Students will:

- Develop their knowledge of specialized skills in the pre-production, production, and post-production processes, not limited to the use of specialized hardware and software, digital technologies, film making as an art form, animation techniques, and comparative strategies for quality and suitability of end product
- Students will write, film, and produce their own films/web/animation/game series with a profound understanding of its effect and purpose.
- Students will be exposed to the interrelationship between different media concepts and technologies and its complexities with production and costs.
• Students will be working in small production groups with a focus on task management and timely completion of product goals.
• Be prepared for college and careers, with functional resumes, portfolios, and industry skills/experience.

**Filmmaking Production A/B (Credential- CTE: AMAE or SS: ITE, ITEX, or IA)**

*Prerequisite: Filmmaking 2A/B*

Film Production offers opportunities for the experienced, capable, and dependable student to work in a studio environment and to serve the school. The course includes activities that develop the student’s ability to record and communicate through film, while learning more about the historical and aesthetic traditions of film. This course offers the opportunity to enhance the quality of a portfolio for application to postsecondary educational programs or employment upon graduation.

**Filmmaking 3 A/B (Credential- CTE: AMAE or SS: ITE, ITEX, or IA)**

*Transcript Abbreviation: Filmmaking 3 A, Filmmaking 3 B*

*Prerequisite: Filmmaking 2A/B*

This course is a third/fourth year of a four-year program to prepare students for a future career in the media industry. The focus of this course is to place students in internships at a local, approved media facilities to gain real-world skills through job shadowing experiences. In the classroom, students will learn such topics as advanced career exploration, concepts in media production, and media marketing, among others. This course will provide hands-on experiences for students and requires the utmost professionalism and mature behavior. Requirements for this course include reliable transportation, daily access to email, and knowledge of media equipment and social media. Students may earn Final Cut Pro X/Adobe Premiere Pro certifications.

**Photography 1 (Credential- CTE: AMAE or SS: ITE, ITEX, or IA)**

*Transcript Abbreviation: Photography 1 A, Photography 1 B*

This integrated course is the first in a sequence of two designed for photography. It provides students with technical and academic instruction utilizing practical experience through executing artistic standards and principles of design in photography. Instruction for the first half of the course includes an orientation, the history of photography, portfolio creation and evaluation, art standards, the camera as an eye, the care of camera/lens/other equipment, the different types of cameras and formats, and composition in photography. It also features the basics of image exposure with film and the digital file and the techniques for processing, printing, and mounting of photographs for exhibits. The second half of the course covers a review of the art standards and portfolio development, advanced photographic concepts, the cultural and societal significance of photography, and Internet research. It focuses on portrait, commercial product, and landscape photography as well as the work of the Pictorialist and New Topographic photographers. Portfolio evaluation, employability skills and resource management are emphasized to prepare students for their transition into professional work environments. The competencies in this course are aligned with the California Common Core State Standards and the California Career Technical Education Model Curriculum Standards.

**Photography 2 A/B (Credential- CTE: AMAE or SS: ITE, ITEX, or IA)**

Photography 2 offers advanced experiences for the student in both the creative and technical aspects of photography in relationship to heightened investigations of historical and
contemporary foundations of photography. Traditional photographic traditions will be extended with digital and multimedia technologies. This course offers the opportunity to develop a portfolio for application to postsecondary or vocational education programs or employment upon graduation.

Photo Production A/B (Credential- CTE: AMAE or SS: ITE, ITEX, or IA)
Prerequisite: Photography 2 A/B
Photo Production offers opportunities for the experienced, capable, and dependable student to work in a photography studio environment and to serve the school. The course includes activities that develop the student’s ability to record and communicate through photography, while learning more about the historical and aesthetic traditions of the photographic arts. This course offers the opportunity to enhance the quality of a portfolio for application to postsecondary educational programs or employment upon graduation.

Cartooning and Animation A/B (Credential- CTE: AMAE or SS: ITE, ITEX, or IA)
In Cartooning and Animation, students learn about the history and techniques of illustration, cartooning and animation in conjunction with learning about their aesthetic properties. The course includes freehand drawing and rendering, layout, and the use of basic drawing tools and various materials for the reproduction of images. Students’ study uses for and thematic elements, character development, and visual effects incorporated into political and social cartoons in historical and contemporary times. Careers in cartooning, animation and interactive gaming will be discussed.

Fundamentals of Art A/B (Credential- CTE: AMAE or SS: ITE, ITEX, IA or FA)
Fundamentals of Art is for beginning level artists. This course includes interactive activities and multicultural studio projects representing a wide variety of cultures, artistic styles and art media. This course is designed to enrich the lives of its participants through discovery and creative problem solving. It provides students with a broader perception of their environment and cultural perspectives. The course includes hands-on learning experiences that allow for expression, including the integration of aesthetics, art criticism, art history, and studio production. Lessons will build on concepts and provide learning opportunities that incorporate a variety of media, artistic styles and historical periods.

Theatre/Play Production (Credential- CTE: AMAE or SS: ITE, ITEX, IA, FA or ELA)
Transcripts Abbreviation: Theatre/Play Production A, Theatre/Play Production B
This course provides an applied laboratory study of the processes involved in the production of a play. Topics include fundamental practices, principles, and techniques associated with producing plays of various periods and styles. Upon completion, students should be able to participate in an assigned position with a college theater production. This course is also designed to develop and improve the art of the actor through performance and production. Each student will continue to develop a greater appreciation for the aesthetics of the dramatic arts, the criteria of an effective performance, and an awareness of the historical influences and contributions of the theatre by producing and performing the program's theatrical productions. Through reading of the textbooks and scripts, being involved in all aspects of the design process, and participating in the acting and directing aspects of productions, students will have an opportunity to become keenly aware of the theatre world and the performing arts as a profession.
Students will:
1. Experiments with and learn more about different acting, directing, and designing techniques while producing plays.
2. Demonstrate a proficient knowledge of how to critique theatrical productions, applying terminology of evaluation.
3. Understand the nature of the study of drama through the making of connections between historical theatre, drama, society, culture, government and people while producing plays.
4. Fully understand the possibilities of performing arts as a viable profession.
5. Learn how to effectively produce full-length theatrical productions.

**Other College Preparatory Electives**

**College and Career Readiness**

*Transcript Abbreviations: College and Career Readiness A, College and Career Readiness B*

The purpose of Career and College Readiness is to expose students to an array of self-reflective content and skills that will help them make successful and thoughtful decisions around college and career. Students will receive near-to-peer mentoring from current college students throughout the duration of this course; this mentoring will focus on college applications and career readiness. In addition, students will prepare for the SAT and ACT by learning a variety of skills and applying knowledge. Students will explore and learn about the college application process and how to apply for financial aid and scholarships. This course is designed to help students learn and practice valuable skills to help them to be college and career ready. Students will demonstrate their understanding of career paths through a variety of assessments, projects, job simulations, speeches, research assignments, online portfolio, and a research paper. Students will identify academic interests, skills, values and personality types, research employers and industries, gain experience with public speaking and interview skills, familiarize themselves with college and job search tools, strengthen writing skills, learn goal setting, solidify research techniques, and write a research paper utilizing correct MLA format. The course will prepare students in order to take college entrance exams, SAT/ACT, and gives students intensive instruction on the SAT or ACT, helping them build skills that will assist when taking the entrance exams. The curriculum will familiarize students with the tests’ format and purpose.

**Ethnic Studies**

*Transcript Abbreviations: Ethnic Studies A*

Ethnic Studies is a one-semester history and sociology course that examines the multicultural fabric of the United States. The course emphasizes the perspectives of minority groups while allowing students from all backgrounds to better understand and appreciate how race, culture and ethnicity, and identity contribute to their experiences. Major topics in the course include identity, assimilation, distinctiveness, power and oppression, struggles for rights, regionalism, culture and the media, and the formation of new cultures. In online Discussions and Polls, students reflect critically on their own experiences as well as those of others. Interactive multimedia activities include personal and historical accounts to which students can respond using methods of inquiry from history, sociology, and psychology. Written assignments and Journals provide opportunities for students to practice and develop skills for thinking and communicating about race, culture, ethnicity, and identity. This course is built to state standards and informed by the National Council for the Social Studies (NCSS) Expectations of Excellence: Curriculum Standards for Social Studies as well as the National Standards for History published by the National Center for History in Schools (NCHS).
Psychology

Transcript Abbreviations: Psychology A
Psychology provides a solid overview of the field's major domains: methods, biopsychology, cognitive and developmental psychology, and variations in individual and group behavior. By focusing on significant scientific research and on the questions that are most important to psychologists, students see psychology as an evolving science. Each topic clusters around challenge questions, such as “What is happiness?” Students answer these questions before, during, and after they interact with direct instruction. This course is built to state standards and informed by the American Psychological Association's National Standards for High School Psychology Curricula. The teaching methods draw from the National Science Teachers Association (NSTA) teaching standards.

Sociology

Transcript Abbreviations: Sociology A
Sociology examines why people think and behave as they do in relationships, groups, institutions, and societies. Major course topics include individual and group identity, social structures and institutions, social change, social stratification, social dynamics in recent and current events, the effects of social change on individuals, and the research methods used by social scientists. In online discussions and polls, students reflect critically on their own experiences and ideas, as well as on the ideas of sociologists. Interactive multimedia activities include personal and historical accounts to which students can respond, using methods of inquiry from sociology. Written assignments provide opportunities to practice and develop skills in thinking and communicating about human relationships, individual and group identity, and all other major course topics. This course is built to state standards and the National Council for the Social Studies (NCSS) Expectations of Excellence: Curriculum Standards for Social Studies.

Physical Education (Non-core and non-college preparatory) A/B

Pursuant of Education Code Section 51225.3(a), RWWNHS will offer 1 Physical Education classes that students must take in 9th. The course of study for these classes shall conform to the eight required content areas prescribed in Title 5, Section 10060 of the California Code of Regulations and will integrate health standards.

The State Board of Education designated the FITNESSGRAM as the Physical Fitness Test (PFT) for students in California public schools. The FITNESSGRAM is a comprehensive, health-related physical fitness battery developed by The Cooper Institute. The primary goal of the FITNESSGRAM is to assist students in establishing lifetime habits of regular physical activity. Russell Westbrook Why Not? High School shall annually administer the FITNESSGRAM for all students in the 9th grade.

Courses for students With Disabilities

Resource Lab (Credential: Education Specialist Instruction Mild/Moderate; or Education Specialist Instruction Moderate/Severe)

Transcript Abbreviation: Resource Lab A, Resource Lab B
Prerequisites: Resource Lab is appropriate for students with disabilities who require pull-out services as part of their IEPs.
The Resource Lab class is divided into components that support students with an Individualized
Educational Program (IEP) in the areas of math, language, reading, and oral communication skills, as indicated in the Common Core State Standards and the expected school-wide learning results. The purpose of this class is to help students with disabilities be successful in the general education setting by pre-teaching, re-teaching, and supporting their access to grade-level content. Additionally, this class should include targeted interventions that seek to close students’ instructional gaps.

FUNCTIONAL COURSES FOR STUDENTS ON THE ALTERNATE CURRICULUM

NOTE: Functional Courses replace core courses for students. A student cannot be double enrolled for a core class and a functional class. (e.g., a student cannot be enrolled in Common Core English 9 and Functional Common Core English 9).

Prerequisite for ALL Functional Courses: Only for students whose IEPs designate them as eligible for the alternate curriculum.

Promise Bridge (Credential: Education Specialist Instruction Moderate/Severe)

At Russell Westbrook Why Not? High School students with complex learning needs have meaningful access to the general education curriculum via a functional academic program. These students have diverse life and academic goals, learning preferences, and skill levels. Their education is guided by their Individual Education Plan (IEP) that is implemented by a fully credentialed special education teacher. The teacher provides guided instruction for the students in all academic areas as well as Life Skills. Instruction is a combination of personalized instruction as well as technology-assisted learning lessons that are closely monitored by the teacher. Data is a crucial part of this program to assist students and their team to track success and areas of need.

Learning in Core Classes

In order to increase proficiency in ELA and Math, literacy is integrated in all content areas, and interdisciplinary connections are evident in math and science. Media Arts Integration and project based learning foster interdisciplinary teaching focused on high priority ELA and Math Standards. All core classes are aligned with State Standards. Teachers follow a carefully planned scope and sequence; a set of ideas, concepts, and topics for curricular flow. Teachers engage in collaborative planning with peers and content coaches. They are required to submit weekly block plans for feedback from principals and content coaches.

English

The goal of ELA is to develop engaged and proficient readers and writers with focus on the processes by which learners acquire and apply language. Students increase communication skills in the four domains; listening, speaking, reading, and writing. ELA instruction considers a student’s home language background, and builds from this based to develop effective communication skills in speaking and writing. Scaffolds for English Learners are embedded into daily ELA Instructions. Our ELA instruction is anchored in the Content Area Language and Literacy Strategies. “Literacy instruction emphasizes the critical role of subject matter text across the disciplines, in preparing students with the broad level of literacy they will need for success in college and career and for full and informed participation in a democratize society and global economy (2015, CA Reading and Literacy Project).” Based on the CRLP model, our ELA courses are guided by the Common Core Literacy Framework that provides a comprehensive guide for what is important for teachers to cover through the course.
**Literacy Framework**

Reading instruction in ELA courses focuses on helping secondary students become engaged readers who monitor their own understanding, interact with text, and tap into funds of knowledge to understand new material. Students must demonstrate the ability to gain critical knowledge and information from a wide variety of textual sources, and share their learning through discussion, writing, and presentation. Our ELA teachers explicitly teach comprehension strategies to support struggling readers through three categories from the CCSS Reading Standards: **Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas.** During reading instruction, teachers adapt a diagnostic stance, to approach assessment and planning, in order to differentiate for the range of reading abilities in the classroom. Our ELA teachers also consider conditions that lead to students’ literacy development including **success, pleasure, relevance and purpose** (Reading/Language Arts Framework for CA Public Schools (2007). These conditions are all are critical for daily instruction and intervention, but we emphasize relevance for our student population since background knowledge and themes generate interest and can be influenced through cultural context. Our ELA team mindfully selects a wide variety of reading materials that represent ethnically and culturally diverse authors and viewpoints.

**Text and Task Analysis**

All ELA teachers utilize the backwards design process (Wiggins and McTighe, 1998) for their lesson planning. A common practice is the Text and Task Analysis Template, that helps teachers identify the standards to be addressed, content knowledge objective, the purpose of the reading, and expressive tasks (language functions that students need to articulate learning). Core and supplemental strategies are used before reading, during reading, and after reading. Concept maps are heavily utilized to organize student thoughts and help students organize their writing.

**Academic English Language Development**

Our large population of English Learners face unique challenges in mastering the ELA standards. ELA teachers take into account that students need to make meaning from complex texts. Teachers provide language learner with multiple opportunities to practice using the targeted language through expressive and receptive tasks. Strategies for English Language instruction are embedded in daily lesson place to include structured language practice; think-pair share for in-person learning, or breakout rooms during distance learning, use of sentence frames, and teaching language function tools (identifying central and supporting idea, cause and effect, summarizing, etc.).

**High Priority Standards**

Grades 9-10, English Language Arts Standards -Reading: Literature

- Key Ideas and Details: CCSS.ELA-LITERACY.RL.9-10.1, CCSS.ELA-LITERACY.RL.9-10.2, CCSS.ELA-LITERACY.RL.9-10.3
- Craft and Structure: CCSS.ELA-LITERACY.RL.9-10.4, CCSS.ELA-LITERACY.RL.9-10.5, CCSS.ELA-LITERACY.RL.9-10.6
- Integration of Knowledge and Ideas: CCSS.ELA-LITERACY.RL.9-10.7, CCSS.ELA-LITERACY.RL.9-10.8, CCSS.ELA-LITERACY.RL.9-10.9, CCSS.ELA-LITERACY.RL.9-10.10
By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

**Grade 11-12 English Language Arts Standards -Reading: Literature,**

- **Key Ideas and Details:** CCSS.ELA-LITERACY.RL.11-12.1, CCSS.ELA-LITERACY.RL.11-12.2, CCSS.ELA-LITERACY.RL.11-12.3
- **Craft and Structure:** CCSS.ELA-LITERACY.RL.11-12.4, CCSS.ELA-LITERACY.RL.11-12.5 CCSS.ELA-LITERACY.RL.11-12.6
- **Integration of Knowledge and Ideas:** CCSS.ELA-LITERACY.RL.11-12.7, CCSS.ELA-LITERACY.RL.11-12.8, CCSS.ELA-LITERACY.RL.11-12.9
- **Range of Reading and Level of Text Complexity:** CCSS.ELA-LITERACY.RL.11-12.10

By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

**History/Social Science**

The same set of CALL strategies are employed in HSS courses to build content literacy and increase academic language proficiency. HSS is taught through an interdisciplinary approach with ELA and the ELA standards are addressed. Document-based questions and primary sources are used so students can construct knowledge related to the history content using different informational sources. Students demonstrate their learning through project-based learning and presentations. Civics education is a focus, and students apply lessons of history to current events to promote responsible citizenship. History is approached through a multi-cultural lens, representing the viewpoints of marginalized groups in gaining a deeper understanding of history. Instructional practice also includes exposure to art forms from different cultures and civilizations, and historic simulations. The HSS content is designed in a manner that helps students understand the big picture, while grasping important historical concepts relating to different time periods. Learning in history classes begins with an Essential Question to establish the big picture, and incorporates structured note-taking and graphic organizers. History teachers use digital media and primary sources to make the content engaging and relevant.

**Topics:**

- **United States History:** Establishing an American Republic, Industrialism and Reform, Expanding American Global Influence, The Roaring 20s and the Great Depression, WWII and the Cold War, The Search for a Better Life, Tumultuous Times, The Making of Modern America
- **Economics**: Economic Fundamentals, How Markets Work, Economic Institutions, Economics of the Public Sector, Measuring and Managing the Economy, Globalization and the Global Economy

**Mathematics**
High School Integrated Math Courses align with Common Core State Standards and utilize mathematical practices found in the Common Core: 1) Make sense of problems and persevere in solving them, 2) Reason abstractly and qualitatively, 3) Construct viable arguments and critique the reasoning of others, 4) Model with Mathematics, and 5) Attend to precision. Our math teachers collaborate monthly, and use common language and practice. We teach math through a conceptual approach, requiring a greater focus on big ideas in math, and having students make connections between these overarching concepts. Common practice in math courses includes the use of visual models and providing opportunities for peer-to-peer discourse. The value of teaching mathematics conceptually, is that it develops a deep understanding of why math is important in the real world. The National Council of Teachers of Mathematics (2013) underscores the effectiveness of the approach, stating that it increases student learning, motivates students, and shifts the “mathematical authority” from teacher to learner. Math instruction involves students working in groups to solve problems and discuss different solutions. Students also apply their math knowledge in hands-on stations that allow them to review standards. Given the fact that many of our students enter middle school several years below grade level, teachers also need to close foundational learning gaps in mathematics. Explicit direct instruction is used for students who are approaching proficiency. Intervention is embedded in daily lessons through small groups, breakout rooms for distance learning, and time in stations. Extended math learning time is provided during Power Hour, and IXL math is used to apply and review learning.

- **IM1 Key Concepts** - Skills are extended to solving simple exponential equations, exploring linear and exponential functions graphically, numerically, symbolically, and as sequences, and by using regression techniques to analyze the fit of models to distributions of data.
- **IM2 – Key Concepts** - Formalize and extend the geometry that students have learned in previous courses. It does this by focusing on establishing triangle congruence criteria using rigid motions and formal constructions and building a formal understanding of similarity based on dilations and proportional reasoning. It also helps students develop the concepts of formal proof, explore the properties of two- and three-dimensional objects, work within the rectangular coordinate system to verify geometric relationships and prove basic theorems about circles. Students also use the language of set theory to compute and interpret probabilities for compound events.
- **IM3 Key Concepts** - Apply and extend what students have learned in previous courses by focusing on finding connections between multiple representations of functions, transformations of different function families, finding zeros of polynomials and connecting them to graphs and equations of polynomials, modeling periodic phenomena with trigonometry, and understanding the role of randomness and the normal distribution in making statistical conclusions.
• Pre-Calculus Key Concepts - Students work collaboratively with others as they use problem-solving strategies, complete investigations, gather evidence, critically analyze results, and communicate clear and effective arguments while justifying their thinking. The course is well balanced among procedural fluency (algorithms and basic skills), deep conceptual understanding, strategic competence (problem solving), and adaptive reasoning (application and extension).

• Calculus Key Concepts - The course develops the following big ideas of calculus: limits, derivatives, integrals and the Fundamental Theorem of Calculus, and series. explores derivatives and integrals simultaneously during the first four chapters and both are presented geometrically and in context.

**NGSS Science**
Similar to our approach to teaching mathematics, science courses are based on common practice and language, and are steeped in NGSS standards. Through STEAM education, we strive to open the doors for students of color to excel in science and pursue careers in the field. Science instruction is issue based, language rich, and taught through an engaging, hands-on approach. During in-person instruction, students learn in groups in a laboratory setting. For distance learning, we have adopted an innovative digital NGSS aligned curriculum that allows students to simulate these experiments. Science teachers use the 5E Model for planning. The 5E Model of Instruction includes five phases: **Engage, Explore, Explain, Elaborate, and Evaluate.** “It provides a carefully planned sequence of instruction that places students at the center of learning (SDCOE Science Resource Center, 2020).” In our science classrooms, phenomenon (observable events) drive student inquiry. “Phenomena add relevance to the science classroom showing students science in their own world. A good phenomenon is observable, interesting, complex, and aligned to the appropriate standard (https://thewonderofscience.com/2020).” Common practices used across our science classrooms include questions, use of models, investigations, analyzing and interpreting data, computational/math thinking, constructing explanations, evaluating and communicating information, and focus on Claim, Evidence, Reasoning (CER).

• *Living Earth Storyline*: Ecosystem Interactions and Energy; History of Earth’s Atmosphere- Photosynthesis and Respiration; Evidence of Evolution; Inheritance of Traits; Structure, Function, and Growth; Ecosystem Stability and the Response to Climate Change.

• *Chemistry in the Earth System Storyline*: Combustion; Heat and Energy in the Earth System; Atoms, Elements, and Molecules; Chemical Reactions; Chemistry of Climate Change; Dynamics of Chemical Reactions and Ocean Acidification.

• *Physics and the Universe*: Forces and Motion; Forces at a Distance; Energy Conversation; Nuclear Process; Waves and Electromagnetic Radiation; Stars and the Origins of the Universe.

**Signature Practices**
**Promise Time/Advisory**
School connectedness is built through Promise Time, where teachers serve as mentors and create a family-like environment. Ideally, students remain with their Promise Time peers and teacher throughout high school. Promise Time addresses social emotional learning, as well as providing time for individual academic advisement. Promise Time curriculum is standardized across grade
levels to ensure that all students have the same meaningful experience. Promise Time lessons include goal setting and academic advisement, civic action projects, cultural awareness, team building, recognition and celebrations, and activities based on SEL Standards. Additionally, critical skills for high school students are addressed through lessons that emphasize college access and awareness, entrepreneurship, and financial literacy. The benefits of Promise Time for students include strong relationships established between teachers and peers, and an existing support system.

**Power Hour**

Power Hour provides embedded intervention within the school day. Students are grouped according to language proficiency and academic need. Power hour provides struggling learners with an opportunity to build foundational math and ELA skills. Achieve 3000 is used during Power Hour to increase lexile reading levels, and IXL math allows students to apply math standards. Teachers monitor individual student progress during Power Hour. Individual students’ needs are met through small group instruction. In addition to tutoring for at-promise students, Power hour provides time for advanced learners to engage in more cognitively demanding projects with peers. We emphasize support for Long-Term English Learners during power hour though the use of supplemental curriculum that builds vocabulary, improves writing, and increases proficiency in the four domains (listening, speaking, reading and writing). Students who are credit deficient have opportunity and support for credit recovery through the APEX program.

**Media Arts Integration**

RWWNHS is part of the Media ArtsMatter initiative, through LAPF. Media ArtsMatter is designed to transform the classroom experiences of underserved students. Media ArtsMatter, seeks to increase and improve media arts instruction through the creation of curricular resources that link media arts standards with ELA and Math Instruction. These curricular resources will be paired with extensive arts integration professional development and classroom modeling/coaching from teaching artists. The introduction of media arts into the curriculum engages students more highly in learning, a precursor to improved achievement, with opportunities to create and present their media arts products. Arts education is a proven strategy for engaging youth, but there is a dearth of arts education opportunities within urban schools. Media arts is particularly appropriate for our student population, as it represents the integration of technology into the artistic space. All students have access to a Chromebook provided by the Charter School. This increased access to technology is spreading into schools across country, making the development of a media arts curriculum even more of a priority. This increases arts instruction through a standards-based media arts curriculum in our school without a designated arts studio or an abundance of supplies. Instead, students use the technology they currently possess to download free animation apps and drawing software to start engaging in media arts immediately. This high-quality curriculum developed by fills a significant void and provides access to a standards-based media arts education to our learners.

**College and Career Readiness**

Students are immersed in a college going culture upon entering RWWNHS as freshman. Giving Black and Brown students access to college is at the center of our mission. We achieve this through four key areas: 1) academic preparations, 2) early intervention, 3) college counseling, and 4) career pathways. In recognizing the myriad of challenges that our students face, we determined that more resources were needed in this area. As an improvement action and
additional layer for support, *Go For College* ("GFC") was placed at our Charter School on a full time basis. GFC provides the Charter School with two full time and two part-time college counselors, dedicated to guiding students through the daunting application process which is overwhelming for first generation students. We prepare students for college graduation through rigorous, standards-based content learning. The majority of our students enter high school with math and ELA proficiency levels below grade level. Instead of remediation that holds students back, all students have access to rigorous A-G coursework with the exception of SWD (moderate to severe) that are on a certificate of completion. We embed intervention into daily lessons so student master the content while filling foundational skill gaps. We also provide ample opportunities and support for students to apply skills and make up credits during Power Hour through educational software and APEX credit recovery courses.

College awareness must begin early. Most of our students come from LACPMS, which begins college readiness in 6th grade. Starting the college process during junior year is too late, so we stress freshman year. This is supported by research from the University of Chicago that underscores the predictive value of 9th grade relating future academic outcomes. Freshman year truly matters. “In fact, students who excel in 9th grade are far more likely to graduate high school, enroll in college, and remain in college beyond their freshman year than are students who struggled through their first year of high school.” (College Transitions, 2020) All freshman and sophomores have access to college counselors and planning, learn about A-G requirements through Promise Time and college presentations. We see math as the gate keeper, and focus on students passing IM1 as freshman and completing four years of math. Over time, our goal is to have a large cohort of students successfully pass calculus. Due to our small adult to student ratio, and counseling team through GFC, students benefit from many touchpoints with counselors. Counselors meet with families with emphasis on financial planning for upper classman. Seniors have intense support in completing applications with ongoing family workshops. Every student takes college entrance exams, and is given an array of postsecondary options relating to their GPA, entrance exam results and interests. We focus on the factors that impact first generation and undocumented students. Lastly, we hope that every learner will graduate with a degree, but understand that college may not be for everyone. We meet students where they are, and if college is not in the future, we feel it our obligation to prepare students with critical skills needed to pursue a fulfilling career in a high growth industry.

Progress towards the college admission process is tracked through the California College Guidance Initiative ("CCIG") software, a program provided through the foundation for CA Community Colleges, that ensures that high school students in California have access to a systematic baseline of guidance and support as they plan for college. The main goals of CCGI are:

- All high school seniors with clear postsecondary goals, and a plan for achieving them
- Students’ academic transcript data follows them as they advance across educational systems to inform key decisions about admissions, placement, guidance and financial aide

College counselors use CCIG to track data, and share with students and families during individual college planning sessions. CCIG also allows us to track A-G completion and data trends regarding college admission.

**PBIS**
RWWNHS has maintained low suspension rates through a strong PBIS program based on implementing other means of correction. The PBIS team developed a handbook with a behavior plan, which is guided by the following principle: Russell Westbrook Why Not? High School is dedicated to cultivating a healthy and safe community where respect, perseverance, and a positive outlook encourage students towards socio-emotional and academic success.

PBIS is executed to encourage good behavior by first recognizing, then rewarding the things that students are doing correctly. Our behavioral interventions and supports are put in place to help students begin to notice their behavior and respond differently, using emotional intelligence.

RWWNHS uses the Kickboard to recognize students who exhibit SABER characteristics and who handle conflict and emotional difficulties in positive ways. Students earn “Saber Bucks” through Kickboard that can be used in the online store to purchase school swag, lunch with the Principal or teacher, or to participate in enrichment trips both on and off-campus. For instance, on Halloween, students used Saber Bucks to purchase snacks and enter the student-created haunted house. RWWNHS utilizes a student-created a behavioral matrix to widely share school-wide expectations. We recognize our teachers, staff, and paraprofessionals during our “Village Circle” with a SABER of the WEEK AWARD.

RWWNHS’ behavioral plan is included in the PBIS handbook, developed by our team. The behavioral plan follows four key components:

A series of rewards and recognition systems is developed and used, to encourage positive and appropriate behaviors (SABER Scholar, Achieve Believer, Encourage, and Respect by example).

1. Clear expectations
   a. SABER Matrix Documents outline what we agree to teach, model, and reinforce.
2. Explicitly Taught
   a. Each area or activity is accompanied by a lesson plan
   b. Schedule for teaching and re-teaching behaviors
   c. System for increasing desired behaviors (Rewards) through Kickboard
   d. Recognition Room – Virtual space to reward students and staff
3. System for decreasing undesired behaviors
   a. A correction system is developed and used clear steps to be taken, depending on whether the behavior is major or minor
   b. A System for Data-Based Decision-Making (Kickboard). Data answers two important questions.
      - Are we…doing what we said we would do?
      - Achieving the student outcomes, we hoped to achieve?
   c. Fidelity!
4. The data collection system summarizes and analyzes data gathered from the Charter School’s office data referrals to monitor student behavioral trends and target areas of need.

**Key Partnerships**
Teachers and School Leaders are Supported through Essential Partnerships that enrich our educational program.
• **California and Literature Project, Loyola Marymount University (LMU)** - Provides high quality professional learning to promote content area language and literacy for academic success in middle and high school.

• **Constitutional Rights Foundation** – Educates young people to become active participants in our democracy. Our students participated in the Cops and Kids Program, designed to build open lines of communication and understanding through the concept of community policing, and improve relations.

• **College Track** - College Track is a comprehensive college completion program that equips students confronting systemic barriers to earn a bachelor’s degree in pursuit of a life of opportunity, choice, and power.

• **Coalition for Responsible Community Development (CRCD)/Jobs for Los Angeles Graduates (JLAG)** – CRCD’s vision is to join with others in the community to create an environment where the basic needs of youth are met; where youth can develop positive social skills, become more aware of their neighborhood’s needs, and demonstrate genuine civic pride by actively contributing to the empowerment of their community.

• **Film Independent** - Film Independent is an LA-based non-profit organization that champions independent filmmaking through artist mentorship, workshops, and production of the annual Indie Spirit Awards. Active members and alumni of Film Independent programs collaborate with LA Promise Fund staff and teachers to provide students with insights into the world of filmmaking. Students learn about careers, analyze their favorite films, and create short projects of their own.

• **LA84** - The LA84 Foundation is a leader in the support of youth sports and the positive role they play in positive youth development. Once it is safe for students to return to for in-person instruction, and non-contact sports participation is allowed, LA84 will fund a girls competitive volleyball team, and pay to transport students to the Expo Center Pool near USC, to provide swimming lessons during the PE period.

• **Just Keep Livin** – The Just Keep Livin Foundation is dedicated to empowering high school students by providing them with the tools to lead active lives and make healthy choices for a better future. The Just Keep Livin club meets with their teacher advisor after school (virtually during distance learning) for health and fitness activities, and an annual camping trip to local mountains.

• **Wellnest** - Provides ongoing mental health services for students and their families on a referral basis.

• **USC Suzanne Dworak-Peck School of Social Work** - Provides Social Work interns on an annual basis that work in the school with students either one on one or in small groups to cultivate individual student and a school culture of well-being.

**Schedule and Instructional Time**

**A Typical Day at RWWNHS; In-Person and through Distance Learning**

Jonathan is a sophomore at RWWNHS. He lives 2 blocks from the school and walks daily, with his younger sister who is a 7th grader attending RWNMS. An engaging bell to the tune of “Mario Brothers” sounds, alerting students that their school day is starting, and to usher them from the courtyard to their rooms. Jonathan hears, “don’t be tardy for the educational party,” from school staff members. As students make their way to the classroom, some slowly and others at a quickened pace, he hears another student from his Promise Time Class say, “hurry up, get in there.” As a way to motivate high school students to attend class daily and on time, the
school has implemented an incentive system. When all students are present, the principal will announce the winner of the “Not Tardy” Party. This is one way that the school recognizes whole class efforts for strong attendance and class readiness, through a comprehensive PBIS Program. The winning classes receive both tangible and intangible items; verbal praise and acknowledgment, ice-pops, donuts, or pizza. These daily rituals create a culture of support, where learners know that they are being acknowledged for engaging in their own learning.

Students begin the day with Promise Time (Advisory Period). As a sophomore, Jonathan has looped with the same teacher and student from his freshman year. In Promise Time, Jonathan feels at home because he has developed a close bond with the group, and looks forward to growing closer into his senior year. On Mondays, the Promise Time class attends the Village Circle together. The Principal and Dean of Student culture welcome students and faculty to the circle. Jonathan is an elected representative of Student Government (SGA), and is part of a committee that makes announcements about school events. During Village Circle, students participate in a variety of conversations in different types of circles; information sharing, celebrations, healing, and restoration. Village Circle often concludes with a friendly grade level competition.

During the rest of the week, Jonathan and his Promise Time classmates engage in lessons around the themes of civic engagement, college advisement, academic goal setting, cultural themes and celebrations, and financial literacy. His favorite day is Tuesdays, when the class is dedicated to the Civic Action Project (CAP), consisting of debates based on relevant current issues that involve civic action and civil rights. Jonathan is so motivated by the CAP lessons, that he hopes to attend law school after college graduation, in order to support his community as an agent of change. Breakfast in the Classroom is an important part of Promise Time. A student volunteer picks up a cart and distributes a nutritious meal that is fuel for the morning. Like many of his peers, Jonathan’s family has at times struggled with food insecurity. Thus, he appreciates the respect and dignity of Breakfast in the Classroom, and the opportunity to share a quick meal with his Promise Time family.

Since today is Monday, Jonathan will attend his odd period classes (Periods 1,3,5) along with Power Hour (Intervention Period). He has the same schedule on Thursday. Conversely, he will attend periods 2,4,6 on Tuesday and Friday. Wednesdays are early release days, when teachers attend their Professional Development. Jonathan usually stays on campus for tutoring with one of the school’s aides. The campus is small, and he runs out to the courtyard to toss a football with his friends during a quick 3-minute passing period. Other students may shoot a few hoops, or simply socialize on a bench before lining up to enter the classroom.

For Jonathan, Period 1 is his Math Class, Integrated Math 2 (IM2). During the 92-minute block period, Jonathan will use the digital textbook from the CPM curriculum. The teacher has explained that the approach is cognitively based math, where students apply math problems to real life situations. Jonathan has always struggled with math, and sometimes finds the content difficult. He feels comfortable asking questions from his teachers and students in his table group. The teacher begins with the DO NOW - solving an equation to review the concept from yesterday’s lesson. Since Jonathan didn’t finish his homework, he struggles in solving the equation; a linear quadratic equation. Fortunately, he is able to pull out his notes, and solve the
problem. The rest of the class consists of a brief direct instruction to introduce the new standards taught that week, group work, sharing out, then an exit slip before leaving the classroom. Knowing that he has a quiz on Friday, he tells his teacher that he will attend tutoring after school tomorrow. Attending RWWNHS and RWWNMS, Jonathan has learned the value of persisting when something is difficult, taking clear notes and studying, and asking for help when he needs it. Although math still is not his favorite subject, he feels that between his math class, Power Hour when he uses IXL, and tutoring, that he has the support he needs to improve and master all of his subjects.

The rest of his classes for the day include CC English/Language Arts 10, and Video Production/Film. Jonathan’s ELA and film teacher have collaborated on an interdisciplinary project for the upcoming weeks. In ELA, students use the Engage NY curriculum. Jonathan is very familiar, as the curriculum is used at both the middle school and high school. He finds the literature selections interesting, mostly when the authors are diverse. In ELA class, the teachers expose students to different genres and authors, and sometimes will select other grade level appropriate texts. His favorite novel that he has read in high school is Enrique’s Journey by Sonia Nozario. He relates to the theme of immigration, because his own parents experienced a similar journey. Today, students will make evidence-based claims about literary technique. They are looking at the author’s Emily Dickenson and Robert based on a close reading of Emily Dickinson’s “Because I could not stop for Death” and Robert Frost’s “Home Burial.” Jonathan is an English Learner, and much of the vocabulary is confusing. Still, the teacher guides the class through the text, and Jonathan sees the connections. During his film class, the teacher introduces the new film project, which touches upon the same themes. Project-based learning is Jonathan’s preferred method of learning. He likes the opportunity to work with his peers, develop ideas, and present to the class. When he entered 6th grade, he was shy and did not feel confident in speaking. RWWNHS has opened doors to him and built his confidence. Jonathan thrives at working with technology, and has created his own digital film projects, which he takes pride in. He is excited about the fact that he also took film in his freshman year, and will do so again next year. Jonathan plans to be the first person in his household to attend college. Although he is drawn to the legal profession, namely, immigration law, he feels that the opportunity to learn about digital media and video production will take him far in his education and career.

Like most high school students, lunch is one of Jonathan’s favorite times of day. Since he has attended RWNN Schools since 6th grade, his school friends are like brothers and sisters to him. Sometimes, his principal will allow students to play music at lunch. This always helps improve the atmosphere on campus. Teachers and staff often eat lunch with students, and play sports; football, volleyball circles, 2 x 2 basketball games, and soccer. Jonathan is an athlete, and usually eats quickly so he can join a game. Sports have helped him throughout his life. Since his parents work long hours, sports have kept him busy, safe and active after school hours. He is grateful that RWWHS has competitive sports.

After lunch, Jonathan heads to Power Hour, and embedded intervention period. During Power Hour students in his group work on different things depending on their need. At this point in the year, Jonathan has earned all of his credits. However, when he was a freshman he did not pass a class. His counselor helped him recover the class through APEX. Some students are working on APEX, others are using Achieve 3000 to increase their lexile and others are using IXL Math for
skills. Jonathan check-in with the teacher, to go over learning targets. They decide that the best use of his time will be IXL Math, since math is his area of lowest performance. Jonathan feels fortunate to have this time for extra support in the subject that he finds most difficult.

After 5th period, Jonathan talks with some friends, then changes for the after school program. Jonathan and his sister stay active in afterschool programming. He realizes that it’s not just helpful for him, but that his parents know that he is safe and being supervised. In addition to the soccer team, which is starting their season, he has been involved with some of the clubs including Video gaming and anime. His favorite is *Just Keep Livin’*. Staffed by one of his favorite teachers, the club focuses on health and wellness. Last year, the club went on a camping trip. He was amazed by the beauty of nature, and being exposed to a starry, clear night sky outside of the city.

After soccer practice, Jonathan picks up his sister from her cheerleading practice, and they walk home. He has homework on his mind, and is worried about his math test. He looks down as his sister, and thinks about how happy he is to be a student at the RWWNHS, a place where he is supported and accepted, where he can be himself, and where he has the support of caring adults. He is nervous but excited, to work with his college counselor and family to navigate the college counseling system so he can make his family proud and achieve his dreams.

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**A Virtual Day in the Life of an RWWNHS Student**

The worldwide pandemic has changed the educational landscape. RWWNHS has successfully shifted to virtual instruction. In addition to creating a high quality virtual learning environment, the school has continued to build strong relationships between students and staff. During the transition, the school’s mantra has been “helping students develop today and tomorrow’s mind to shift from yesterday’s mindset.” This shift in thinking is essential in order to stay relevant in the current climate, where K-12 schools along with colleges and universities are exploring the most effective methods for on-line learning. There are social-emotional challenges that students face, which we address through connectedness to the school and telecounseling. RWWNHS makes every effort to make students feel part of a strong and supportive community, even while apart.

Jonathan logs on to Village Circle on Monday morning, and hears a motivational song. Today it’s “Keep on Moving” which encourages students to persist and reframe obstacles into opportunities. When students log in, they are in the waiting room and are admitted 1 by 1. Students and the school community are welcomed, in and the principal reviews the zoom expectations. The principal shares the word of the week, and a positive quote followed by a celebration of our SABER OF THE WEEK NOMINEES and class celebrations.

After Village Circle, Jonathan logs into his first period class. When distance learning started, Jonathan’s family didn’t have internet access at home. The school provided Jonathan and his sister with a laptop, charger and internet hotspots. There have been times, when he felt lost, or did not know which class to log onto. The school kept a virtual office open to help students throughout the day.
Jonathan has learned to follow the schedule for his asynchronous classes. His parents encourage him to take learning as seriously at home, as he did at school. He misses his friends, teachers, and the activities. At first, learning from home was difficult. He was used to submitting work through google classroom, and accessing learning on-line. However, he needed to get used to asking questions in the chat instead of raising his hand in the classroom. Instead of writing on posters in markers, or on whiteboards, he learned to post on a jamboard. Going into breakout rooms, especially with kids he didn’t know was awkward at first. When the teachers gave sentence starters and directions, he found it easier.

There was a change to his bell schedule, with breaks during the day. He found that he needed to get out of the house so sometimes, during a break, he will go outside and run around the block. He misses his soccer team, but they meet through zoom and do virtual workouts together. The school has spent more time on team building activities, and having different staff members check in. Teachers are still teaching lessons, and he is still able to ask for help when he needs it, mostly during teachers’ office hours and breakout rooms. His favorite program, the CAP Program is still offered during Promise Time. Although everything has changed, learning still takes place, and he has improved in his use of technology and google classroom. He sometimes helps his sister with her work, and has created a gmail account for his mother. He enjoys a new program in Promise Time called “Financial Freedom Friday” where he learns about financial literacy. He feels this is important for his future success, and to help his family.

There are days when Jonathan gets distracted at home, or forgets to log on after a break. To prevent this from happening, he and his parents get a text notification reminding them that lunch is over and it’s time for his next class. He longs for the day that he can return to school, play catch with his teachers at lunch, sit in a group, laugh with friends. For now, he feels connected to his school through the online classes and activities.

Although RWWNHS has moved to an online platform, we are even more committed to our vision of empowering young adults to be independent freethinkers ready for the world and to our E-F model to educate our scholars.

- **Engaging Educational Experience.**
- **Developing Emotional Intelligence.**
- **Cultivating an Entrepreneurial spirit.**
- **Inspire creativity in Media and Film.**
- **Building students to become Financially Literate young adults.**

**Key Features of our Schedule:**

- 180 days and 54,000 or more minutes for in person instruction
- 180 days and 240 or more daily minutes for distance learning instruction.
- Block schedule (90+ minutes- in person or 75 minutes-distance learning) allow students to build deeper content area connections, and provide time for interdisciplinary projects and science labs, and greater ease in accommodating the needs of SWD and low performing students to increase the use of varied instructional techniques.
- Promise time offers daily SEL curriculum and furthers school-wide focus and initiatives.
- Power Hour, enrich core learning and individualized support for students’ academic needs; explicit direct instruction, application of foundational Math and ELA skills and opportunities for supervised credit recovery.
- High School Counseling occurs during the school day, outside of core learning time.
- Students have CTE Film/Video Production class to fulfil A-G Subject F – VAPA, and career pathways.

### In Person Bell Schedule

<table>
<thead>
<tr>
<th>Monday</th>
<th>Minutes</th>
<th>Tuesday</th>
<th>Minutes</th>
<th>Wednesday</th>
<th>Minutes</th>
<th>Thursday</th>
<th>Minutes</th>
<th>Friday</th>
<th>Minutes</th>
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<td>52</td>
<td>Promise Time</td>
<td>52</td>
<td>Period 1</td>
<td>47</td>
<td>Promise Time</td>
<td>52</td>
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<td>8:00 – 8:52</td>
<td></td>
<td>8:00 – 8:52</td>
<td>8:00-8:47</td>
<td></td>
<td>8:30 – 8:52</td>
<td>52</td>
<td>8:30 – 8:52</td>
<td>52</td>
<td></td>
</tr>
<tr>
<td>Period 1</td>
<td></td>
<td>Period 2</td>
<td></td>
<td>Period 1</td>
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<td>Period 1</td>
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<td>Period 2</td>
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<tr>
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<td>Period 4</td>
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<td>10:45-12:17</td>
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<td>10:45-12:17</td>
<td>92</td>
<td>9:50-10:37</td>
<td>47</td>
<td>10:45-12:17</td>
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<td>Period 4</td>
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<td>Power Hour</td>
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<td>1:58-3:30</td>
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<td>1:58-3:30</td>
<td>92</td>
<td>12:00-12:47</td>
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<td>1:58-3:30</td>
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**Professional Development**

| 1:45-3:45       | 120     |
| TOTAL           | 282     |
Plans for Diverse Learners
At our core, RWWNHS is designed to help all students succeed, including English Learners, students with disabilities, those who learn through divergent methods, or have specific challenges that impede learning. Inherent to our instructional model is intensive differentiation, scaffolding, targeted intervention, and additional supports that address individual learner needs. All teachers participate in comprehensive professional development to address the needs of students with varying behavioral and academic needs.

Student Success Team
In order to meet the needs of all students within the regular classroom setting, the Charter School implements a Student Success Team (“SST”). The SST is part of our MTSS, and is seen as an early intervention. Students who are struggling with academics are referred to the SST. The team typically consists of the teacher, the principal, parent/guardian (if possible), and other support team members. The team implements strategies within the general education setting, and monitors students’ progress once the recommended strategies have been implemented. In the event that a student is not demonstrating growth as a result of the interventions, the team may determine that the struggles may be due to a learning disability and refer the students for formal assessment with the possibility that they may be eligible for special education services.

Support for Struggling Learners
We believe that first teaching is best teaching, and embed intervention strategies and appropriate scaffolds into daily lesson plans. Still, there are students that require additional layers that go above and beyond the normal instructional day. These strategies include:

- Power Hour Grouping based on student language or academic need
- Additional help during class periods from teachers, bilingual aides, peers, and tutors
- Tutoring sessions; before school, after school, or during Office Hours
- Targeted academic interventions to raise skills
- Software programs that allow students to build foundational skills in ELA and Math
- Academic Goal Setting in Promise Time
- RSP Lab and support for SWD

Distance Learning Bell Schedule

<table>
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<tr>
<th>Days</th>
<th>Advisory</th>
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<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>Power Hour</td>
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Return from Holiday

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<th>Period</th>
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<tbody>
<tr>
<td>Period 1</td>
<td>10:00 - 10:40</td>
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</tbody>
</table>

Power Hour Grouping:
- Period 2: Power Hour
- Period 3: Power Hour
- Period 4: Power Hour
- Period 5: Power Hour
- Period 6: Power Hour

Additional help:
- Period 2: Additional help
- Period 3: Additional help
- Period 4: Additional help
- Period 5: Additional help
- Period 6: Additional help

Tutoring sessions:
- Period 2: Tutoring sessions
- Period 3: Tutoring sessions
- Period 4: Tutoring sessions
- Period 5: Tutoring sessions
- Period 6: Tutoring sessions

Targeted academic interventions:
- Period 2: Targeted academic interventions
- Period 3: Targeted academic interventions
- Period 4: Targeted academic interventions
- Period 5: Targeted academic interventions
- Period 6: Targeted academic interventions

Software programs:
- Period 2: Software programs
- Period 3: Software programs
- Period 4: Software programs
- Period 5: Software programs
- Period 6: Software programs

Academic Goal Setting:
- Period 2: Academic Goal Setting
- Period 3: Academic Goal Setting
- Period 4: Academic Goal Setting
- Period 5: Academic Goal Setting
- Period 6: Academic Goal Setting

RSP Lab and support:
- Period 2: RSP Lab and support
- Period 3: RSP Lab and support
- Period 4: RSP Lab and support
- Period 5: RSP Lab and support
- Period 6: RSP Lab and support

Total:
- Period 2: Total
- Period 3: Total
- Period 4: Total
- Period 5: Total
- Period 6: Total

Promis Time:
- Period 2: Promis Time
- Period 3: Promis Time
- Period 4: Promis Time
- Period 5: Promis Time
- Period 6: Promis Time

Total:
- Period 2: Total
- Period 3: Total
- Period 4: Total
- Period 5: Total
- Period 6: Total

265 Total
Advanced Learners
RWWNHS provides high achieving/gifted learners with differentiation and enrichment opportunities.
Our focus on arts integration and project-based learning allows for students who meet/exceed standards to apply their learning through projects and presentations that synthesize and apply knowledge in creative ways. We meet the needs of students identified as high achieving and/or gifted through instruction to match the needs of students. The term “gifted and talented”, is applied to students that demonstrate high achievement capability academically, as well as in other areas including through visual and performing arts, innovative creations, leadership, or in a specific content area. We acknowledge that our student population is resilient, and possesses skill sets that may be overlooked in traditional educational settings. The lack of representation in gifted education from underserved communities is a national problem that we address by seeking advancement and opportunities for high achieving, low income students. In Serving Gifted Students from Poverty Part 3: Solutions that Enhance Equity (2020), Ruby Payne underscores the fact that students of poverty are overlooked in advanced/gifted programs, and the critical need to foster their potential. “They provide a resource that needs to be nurtured with strong relationships and appropriate learning. As our country demands the development of intellectual capital to create new products, technologies, and services, these students provide untapped resources to create quality of life for all.” With this philosophy in mind, gifted/advanced learners are provided with opportunities to demonstrate their strengths in the classroom through high level projects and presentations that integrated technology, arts, and problem solving. Non-English speakers can demonstrate giftedness through work completed in their primary language, or through scaffolds as they gain English Language proficiency. Gifted learners can also have learning disabilities, or and it is not unusual for a student to show giftedness in one area (e.g., logic, math etc.) and learning disabilities in another area (e.g., language, processing etc.). We tap into students’ funds of knowledge, and provide opportunities for advanced students to achieve beyond the standards, and grade level expectations. As a framework for serving advanced learners, we consider the Depth and Complexity icons developed by Sandra Kaplan at USC, and the differentiated instructional design model by Carol Ann Tomlinson that includes five dimensions; content process, products, classroom organization and management, and a teacher’s commitment to change instruction. Advanced learners can enroll in AP coursework and earn college credits.

Socioeconomically Disadvantaged/Low Income Students
RWWNHS exists to radically change conditions for impoverished communities. Our parent agency, LA Promise Fund has served our community for decades in alleviating the impact of poverty, and offering families services and youth opportunities. We strongly believe that income should not be a determinate factor in a child’s ability to succeed in college, career and life. This includes college access opportunities for high school students, and support in attaining financial aid and scholarships to make college affordable. Our instructional model coupled with our community hub concept strives to remove barriers to learning. Every aspect of our Charter School is designed to improve conditions and advance opportunities for low-income youth. We emphasize instructional supports, closing the digital divide, and providing basic services for families. Teachers are charged with closing the technology achievement gap through the daily integration of technology. Upon entering our Charter School, we provide every learner with a laptop, and free home Wifi hotspots as needed. Students quickly become technologically literate
through daily use and training. Technology is ubiquitous, and our effective use facilitated a swift transition to distance learning at the onset of the pandemic. Families are also trained in the use of technology, specifically, so parents can help children learn at home during distance learning. Social emotional needs are at the heart of how we meet the needs of low-income learners. Our staff receives training in trauma informed practice, and identifies students and families in need of additional supports to address hunger, extreme poverty and meeting basic needs. Childhood hunger is a reality in our community. When kids come to school hungry it is difficult to focus on learning. During in-person learning, we provide daily Breakfast in the Classroom through a grant with No Kid Hungry. The majority of our students qualify for the free and reduced-lunch program, which helps low-income students succeed in the classroom by supplying nutritious meals each day. During distance learning, we provide Grab and Go Meals, and the parent engagement team runs a food pantry for families and the community in partnership with the LA Food Bank. If we are unable to meet a family’s need, often relating to medical care or housing, we collaborate with the Parent Engagement Team to support families with referrals to community service organizations. Disparities for students of socio-economic disadvantage are addressed by maintaining a school culture of high expectations for all students. Furthermore, as a school community, we have a responsibility to care for one another, and the sense of community extends to supporting the overall well-being of students and families.

Students Living in Foster Care
We serve a sizeable student population of foster youth with a large percentage of youth living with caregivers within the community. We recognize the needs of our most vulnerable students, and the importance of providing foster youth with a supportive education environment with a family-like environment. We provide counseling services through USC Suzanne Dworak-Peck Social Work interns, and contract out with Wellnest in that community. Additionally, our school psychologist meets with SWD who are also foster youth for DIS counseling. Our schools work closely with LA County agencies and case managers in identifying and monitoring foster youth as they enroll. Foster youth are supported through the Charter School’s expansive SEL Initiatives and PBIS. The warm and nurturing environment fosters positive relationships between adults on campus and at-promise students. The Foster Care Transition Toolkit (US Department of Education, 2016), provides a blueprint for meeting the needs of these resilient students, and states, “Despite facing significant challenges, youth currently or previously involved in the foster care system demonstrate extraordinary courage, determination, and resilience. It is important to provide these youth, and the supportive adults who work with them, the resources and assistance needed to achieve stability and independence.” To this end, foster youth are supported through trauma informed practice and MTSS. We also support students living in foster care through classroom practice. In Supporting Students Living in Foster Care (2019), Rebecca Alder recommends the following strategies, which we employ; create a sense of safety, give students a sense of control of their environment, ensure that students feel commented, and teach self-regulation skills. We provide this support through PBIS, Promise Time, and individual counseling (in person and through tele-counseling). The college team supports foster youth in attaining college goals and understanding available means of assistance.

Homeless Youth
The pandemic has altered the landscape in the community with an uptick in evictions and family displacement. We first and foremost address the needs of homeless students and families with a tremendous amount of empathy. We also make every possible attempt to meet their basic needs and support through referrals to community agencies. Support for our homeless population takes
the same form as how we support low income and foster youth; through wraparound services, social emotional support, and sensitivity. Through support and donations from LAPF, the school provides uniforms, backpacks, school supplies, and support for transportation to and from school.

**English Learners**
The Charter School will meet all applicable legal requirements for English Learners (“EL”), including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents. Services for English Learners are provided through the English Learner Master Plan, which is updated annually to reflect changes in policies and legislation. Key areas of the plan are provided below.

**Initial Identification**
LA Promise Charter Schools’ process for initial identification, parent notification, assessment and program placement of ELs is standardized for consistency and equity throughout all schools, and is consistent with federal and state requirements. This process is responsive to the educational needs of ELs and the preference of parents and guardians. The LA Promise Charter Schools’ overall goal is to ensure consistency in enrollment, assessment, and sharing of information regarding the instructional programs, services, and program placement options to ensure all parents can make informed decisions. Upon initial enrollment, parents complete the Home Language Survey (HLS) section on the LA Promise Charter Schools’ Student Enrollment Form, as required by state and federal law.

**English Language Proficiency Assessment**
If the student’s HLS indicates that their home language is other than English, the student’s English language proficiency level must be assessed. Students will be assessed with the ELPAC initial assessment within 30 calendar days at the beginning of the school year, or within 30 days of enrollment if the student enrolls later in the school year. Based on a student’s overall performance on the ELPAC, s/he may be classified as an English Learner or Initially Fluent English Proficient (“IFEP”). Once a student is identified as EL, the student must be assessed annually ELPAC summative assessment until the student meets the eligibility criteria and is Reclassified as Fluent English Proficient (“RFEP”).

The initial ELPAC identifies students who are ELs, or initial fluent English proficient. The summative ELPAC assesses the progress of ELs in acquiring the skills of listening, speaking, reading, and writing in English.

The Charter School shall notify all parents of its responsibility for ELPAC testing and of ELPAC results and program placement within 30 days of receiving results from the publisher. The ELPAC shall be used to fulfill the requirements under the ESSA for annual English proficiency testing.
Performance Level Descriptors
A student’s initial language classification or status is determined by their overall performance on the ELPAC. Based on the performance level, a student may be classified as follows

**ELPAC Performance Level Descriptors**

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>English learners at this level have <strong>well developed</strong> oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. <em>This test performance level corresponds to the upper range of the “Bridging” proficiency level, as described in the California English Language Development Standards, Kindergarten Through Grade 12 (2012 ELD Standards).</em></td>
</tr>
<tr>
<td>3</td>
<td>English learners at this level have <strong>moderately developed</strong> oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light to minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. <em>This test performance level corresponds to the lower range of the “Bridging” proficiency level through the upper range of the “Expanding” proficiency level, as described in the 2012 ELD Standards.</em></td>
</tr>
<tr>
<td>2</td>
<td>English learners at this level have <strong>somewhat developed</strong> oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. <em>This test performance level corresponds to the mid- to low-range of the “Expanding” proficiency level, as described in the 2012 ELD Standards.</em></td>
</tr>
<tr>
<td>1</td>
<td>English learners at this level have <strong>minimally developed</strong> oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. <em>This test performance level corresponds to the “Emerging” proficiency level, as described in the 2012 ELD Standards.</em></td>
</tr>
</tbody>
</table>

**ELPAC Performance Level Descriptors & ELD Standards Proficiency Levels**

<table>
<thead>
<tr>
<th>ELPAC Standards</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emerging</td>
<td>Low Expanding</td>
<td>Mid Expanding</td>
<td>Upper Expanding</td>
<td>Lower Bridging</td>
</tr>
</tbody>
</table>
Reclassification
Schools reclassify ELs as RFEP at the point when designated and integrated ELD are deemed no longer necessary for ELs to be successful in the mainstream educational program at a level commensurate to non-English Learners (i.e. English Only, Initially Identified Fluent English Proficient). Once ELs are reclassified, they retain RFEP status for the rest of their educational careers. However, the academic progress of RFEP students must be monitored for a minimum of four years, as required by federal guidelines. Specifically, if their continued linguistic and academic performance declines or stalls, interventions must be provided to ensure that these students reach and maintain grade-level academic proficiency.

Criteria for Reclassification
ELs are reclassified as fluent English proficient based on the following criteria required by the Education Code and recommended by the State Board of Education (SBE). The minimum criteria to be considered for reclassification are:

1. Overall score of 4 on ELPAC Summative Assessment
2. Exceeds, meets, or high range of nearly meets on the ELA portion of the CAASPP Summative Assessment, or NWEA Summative Assessment
3. Grade of C or better for 2 consecutive semesters in English/Language Arts
4. Lexile Reading level no more than 2 years below grade level
5. Teacher recommendation*
6. Parent/guardian approval

*Teacher recommendations are informed by the following:
- Standards-based ELA assessments or standards-based ELA interim assessments (grades 9-12)
- Report cards grades/progress report marks in equivalent ELA courses (secondary)
• Authentic student work samples, especially writing samples

Monitoring Progress of Reclassified Students
At least once per semester, the Charter School’s Language Appraisal Team (“LAT”) will meet to review the performance and progress of RFEP students using the RFEP Follow-Up Form. (Appendix E) The LA Promise Charter Schools Data Team will create an RFEP Follow-Up Form annually for each student and disseminate to principals in the fall. The LAT includes the principal or designee, the student’s classroom teacher(s), and other personnel such as counselors, specialist teachers, intervention teachers, EL experts, as appropriate, and/or parents of the student being reviewed.

Reclassifying English Learners with Disabilities
The reclassification criteria applies to EL Special Education students being considered for reclassification; however, a California Alternative Assessment (“CAA”) ELA score of understanding or foundational understanding may substitute for the CAASPP ELA score, if the student takes that assessment. The IEP team must be consulted when reclassifying an EL with disabilities. IEP teams will verify that in addition to meeting the criteria for reclassification, students with ELD goals in their IEPs have mastered those goals before the students are reclassified.

Instructional Program Options
LA Promise Charter Schools provide instructional program options tailored to meet the diverse needs of ELs. The program options guarantee access to a full, comprehensive curriculum with scaffolds and supports for students at different English language proficiency levels. The ultimate goal of each program option is for ELs to acquire English as rapidly and effectively as possible and to ensure ELs have access to the state adopted academic content standards, including ELD standards. Structured English Immersion and Mainstream English are available at LA Promise Charter Schools. Each option ensures that ELs with disabilities have an equal opportunity to participate in a program consistent with their IEP. All program options also allow for equal access to students who are advanced learners or gifted and talented. No ELs are excluded from the core curriculum based solely on their English language proficiency level.

Accelerated Learning Program for Long Term English Learners – Grades 9-12
The goals of this instructional program model are to accelerate academic English and to attain academic proficiency in core content subjects for ELs who have attended school in the U.S. for more than five full years (i.e. beginning their sixth year and beyond), but still have not met the criteria to be reclassified. This program option ultimately aims to reduce the risk of dropping out of school, ensure that these students are able to perform at a level comparable to their native-English speaking peers, have access to and to meet A-G graduation requirements to be college-prepared and career-ready.

English Learner Newcomer Program, Grades 9-12
The goals of this instructional model are to acquire Early Intermediate or Intermediate academic English language proficiency and to develop core academic skills and knowledge for immigrant students new to U.S. schools. This program ensures that newcomers are better prepared to participate, with support, in Structured English Immersion and Mainstream English language classrooms. This model also supports acculturation to new school routines and communities. It is designed to foster literacy and academic skills in English of middle- and high school-age recent
immigrants who sometimes arrive with limited primary language literacy and formal schooling. Additionally, LA Promise Fund supports recent immigrant students and families through social-emotional learning support, and wrap around services.

**Guiding Principles for Instructional Services for English Learners**
LA Promise Charter Schools are committed to implementing the following three guiding principles in all of its instructional services for ELs:

- ELs have a variety of linguistic and cultural abilities that are viewed as assets.
- Focused instruction for these students builds on their cultural and linguistic strengths and provides meaningful access to curriculum that is standards-based, cognitively complex, rigorous, and coherent.
- All teachers are teachers of literacy, language and content.

**English Language Development**
Instruction is designed to ensure that ELs acquire English language proficiency, master academic content standards required of all California students, and recoup any academic deficits that they may have accrued while in EL status. The instructional programs contain the following components:

- Well-articulated, standards-based, differentiated ELD instruction, specifically designed for ELs to address ELD skill levels, and overall ELD level.
- Well-articulated, standards-based, differentiated instruction using integrated ELD to ensure full access to the core curriculum.
- Primary language support, as needed, to improve EL students' comprehension of and meaningful participation in core instruction in English language instructional programs.

LA Promise Charter Schools recognizes its obligation to ensure that ELs become proficient in English as rapidly and effectively as possible. LA Promise Charter Schools consider these obligations to be a high priority. This section describes ELD instructional practices in LA Promise Charter Schools. ELD instruction in LA Promise Charter Schools explicitly teaches elements and features of the English language such as vocabulary, syntax, grammar, discourse, functions, and conventions, as well as the comprehension and production of discipline-specific academic language (e.g. math, science, social studies) based on student ELD skills and needs. LA Promise Fund Charter Schools refer to the CA English Learner Roadmap as the common vision for English Learners, and for resources and concrete actions to support English Learners at all levels.

**Integrated English Language Development**
Integrated ELD – All teachers attend to the language learning needs of their ELs in strategic ways that promote the simultaneous development of content knowledge and advanced levels of English using the CA ELD Standards. The primary purpose of integrated ELD is teaching skills and knowledge in the content areas, more specifically content identified in State Standards for English/Language Arts, math, science, social studies, physical education, and the arts.

**Designated English Language Development**
Designated ELD – Designated ELD is provided during the regular school day when teachers use the CA ELD Standards as the focus to build to develop critical English language skills, knowledge, and abilities needed for beginning level English Learners.
**English Learners with Disabilities**

As with all English learners, ELs with an IEP are expected to make progress in English language proficiency and academic content mastery. To attain this, the instructional programs for ELs with IEPS will include ELD as a component of their core instruction, as well as access to core content using integrated ELD, and, as appropriate, primary language support.

ELD instruction is required for all ELs, including those with IEPS until they are reclassified. ELs with disabilities should receive ELD in the mainstream classroom with students of like age/grade and language proficiency whenever possible. For ELs with IEPS, the opportunity to have access to non-disabled peers is essential to their growth and development.

**Interventions Tailored for English Learners, 9-12**

When ELs struggle, care must be taken to determine, as precisely as possible, the specific area of need and provide accelerated instruction to meet those needs. This supplemental instruction is in addition to the time allowed for core instruction. In all interventions the curriculum addresses the student’s specific learning needs and progress is carefully monitored and reported. All interventions have the following in common:

- Student Success Team meetings or conferences to discuss progress and concerns with parents/guardians.
- Review of multiple assessments to determine specific area(s) of need and instruction that targets those needs.
- Ongoing progress monitoring to ensure the effectiveness of the intervention.
- Systematic and explicit instruction with modeling, multiple examples and feedback.
- Increased time and intensity of instruction.

**Monitoring and Evaluation of Program Effectiveness**

The Charter School evaluates the effectiveness of its education program for ELs by:

- Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine annual progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

**Special Education**

RWWNHS complies with all applicable state and federal laws in serving students with disabilities, including but not limited to Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”), and the Individuals with Disabilities in Education Improvement Act (“IDEA”).

RWWNHS is a member in the Los Angeles County Charter SELPA. (See Appendix Tab C for a copy of the MOU with the SELPA.) RWWNHS understands that it has the obligation to serve students with exceptional needs and that the Charter School, pursuant to applicable state and
federal law, must ensure that all of its students have access to a free and appropriate public education. RWWNHS ensures that all enrolled students have equal access to all parts of the educational program as other students do.

RWWNHS the right to act as its own Local Education Agency (“LEA”) for the purposes of special education.

RWWNHS complies with all notice and other provisions under the law and ensures sound financial planning for the potential contingencies associated with being an LEA for special education purposes.

RWWNHS follows all LACOE and SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services, responding to records requests, and maintaining confidentiality of student records. All students with disabilities will be fully integrated into the programs of RWWNHS with the necessary materials, services, and equipment to support their learning. RWWNHS ensures that any student with a disability attending RWWNHS is properly identified, assessed, and provided with necessary services and supports.

RWWNHS meets all the requirements mandated within a student’s IEP. No assessment or evaluation is used for admission purposes. Parents are informed that special education and related services are provided at no cost to them. If a student enrolls with an existing IEP, an IEP meeting will be convened within 30 days.

Search and Serve
RWWNHS shall have the responsibility to identify, refer, and work cooperatively in locating RWWNHS students who have or may have exceptional needs that qualify them to receive special education services. RWWNHS implements SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. To identify students in need of special education services, RWWNHS participates in the “Child Find” systems of the Los Angeles County Charter SELPA in which its students reside.

RWWNHS implements a “Student Success Team” model, discussed above, to meet all student needs within the regular instructional setting prior to referral for formal assessment for special education purposes. The SST identifies resources and interventions to support the student. If the student is still not demonstrating success after all feasible strategies have been exhausted, and if the student’s difficulty appears like it could be caused by a disability eligible for special education services, the student will be referred for formal assessment. As any other public school, RWWNHS is responsible for educating special education students and ensures that this responsibility is met. For students with special needs, adaptations and modifications aligned with those students’ IEPs are implemented in the least restrictive environment possible.

Assessment
The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. RWWNHS shall determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with the SELPA’s general practice and procedure and applicable law. RWWNHS shall work to obtain parent/guardian consent to assess RWWNHS students.
The referral process is a formal, ongoing review of information related to students who are suspected of having special needs and show potential signs of needing special education and related services. RWWNHS’ primary internal method for referral for assessment is the Student Success Team. When a parent/guardian suspects that a child has a disability, the parent/guardian is advised by the Charter School to notify the Charter School in writing in order to arrange for possible testing and evaluation (parents/guardians who make the request orally will be provided assistance, if needed, in making a written request). Parent notification and request for special education testing and evaluation will trigger legal timelines, and RWWNHS will follow all legal mandates for a timely response.

After a student is referred for a special education assessment, RWWNHS provides the student’s parent or guardian with a proposed assessment plan (in their appropriate home language) within 15 days of the referral. All referrals are responded to in writing by RWWNHS within 15 days. Parents are given at least 15 days to provide written consent. Parents are informed by the Director of Student Services that special education and related services are provided at no cost to them. RWWNHS obtains informed consent from the parent/guardian before conducting the assessment, and the assessment is completed within 60 days of receipt of parental consent.

The RST is responsible for gathering all pertinent information and sharing such information with all others involved in the assessment. Information gathered is used as tools to determine the student’s disability, eligibility for services, and determining the nature and extent of required services. If needed or requested, an interpreter will be provided for the parent or guardian during the assessment. A teacher or RWWNHS staff member may serve as the interpreter, if fluent in the parent/guardian’s native language and with parent/guardian approval. The types of assessments that may be used for determining eligibility for specialized instruction and services are selected by the RWWNHS, in collaboration with any hired service providers, and are generally performed by a qualified psychologist and a nurse if applicable. Those assessments could include, but are not limited to:

- Individual testing;
- Teacher observations;
- Interviews;
- Review of school records, reports, and work samples; and
- Parent input.

RWWNHS uses SELPA forms to develop, maintain and review assessments and IEPs in the format required by the SELPA, including assessment and IEP data into the SELPA data system in accordance with SELPA policies and procedures. RWWNHS maintains copies of assessments and IEP materials for review by the SELPA. RWWNHS submits to the SELPA and CDE all required reports, in a timely manner as necessary to comply with state and federal laws. RWWNHS maintains copies of assessments and IEP materials for review by the SELPA. As necessary, the Charter School will develop Individual Transition Plans to help a student with disabilities, age 14 and older, in transitioning to adult living.

Unless conflicting with SELPA policies and procedures, RWWNHS follows the below assessment guidelines. If a conflict with any of the prior mentioned agencies policies and procedures exists, then SELPA policies and procedures will govern, and RWWNHS will revise these guidelines accordingly:
• Parents or guardians of any student referred for assessment must give their written consent for the Charter School to administer the assessment;
• The student must be evaluated in all areas related to his/her suspected disability;
• The assessment will be conducted by a professional with knowledge of the suspected disability.
• Multiple assessments will be delivered by qualified professionals to measure the student’s strengths and needs;
• Assessments will be delivered without cultural, racial or gender bias;
• Assessment results will be delivered to the parent/guardian in their primary language, and an interpreter will be provided if needed;
• Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills; and
• A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability.

Once the assessment is completed, RWNHS holds a meeting to review the results of the assessment and determine whether the student qualifies for special education by meeting the criteria for one of 13 disabling conditions. As needed, translation services will be provided for these meetings. This meeting is the initial IEP meeting described in detail below, and RWNHS gives the student’s parent/guardian the opportunity to participate. RWNHS is responsible for scheduling, coordinating and facilitating the IEP meeting.

If a student enrolls at RWNHS with an existing IEP, an IEP meeting will be convened within 30 days to review the existing IEP, discuss the student’s present levels of performance and needs, and offer appropriate placement and services. Prior to such meeting and pending agreement on a new IEP, if needed, RWNHS shall work to implement the existing IEP or as otherwise agreed upon by the parent/guardian. Within 30 days of each school year beginning, RWNHS will forward a complete list of all new IEPs to students’ home districts for reference, if required by law.

Development, Implementation and Review of IEP
RWNHS ensures that all aspects of the IEP and school site implementation are maintained. Every student who is assessed by the Charter School that has an IEP that documents assessment results and eligibility determination for special education services. RWNHS provides modifications and accommodations (outlined within each individual’s IEP) in the general education environment taught by the general education teacher.

Students at the Charter School who have IEPs are served in the Least Restrictive Environment (“LRE”). However, should a student’s IEP team determine that the student requires an alternative placement, the Charter School will work with the SELPA to ensure an appropriate placement and services.

RWNHS makes time, resources, and facilities available to meet the needs of the student’s IEP. RWNHS actively participate in all aspects of the IEP to enable the student to be successful, including the appropriate individual tutoring schedule and classroom modifications, strategies, and techniques.

Each student who has an IEP has an IEP team that oversees the IEP development, implementation and progress of the student. All decisions concerning the special education
programs and services to be provided to a student with a disability are to be made by the IEP team. The IEP team at RWWNHS consists of the following individuals:

• Principal or administrative designee
• The parent or guardian of the student for whom the IEP was developed;
• The student, if appropriate;
• At least one general education teacher who is familiar with the curriculum or progress appropriate to that student;
• Special education teacher (Intervention Specialist, as defined in Element 5); and
• If the student was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results.

Others familiar with the student may be invited as needed. RWWNHS views the parent as a key stakeholder in these meetings and makes every effort to accommodate parents’ schedules and needs so that they are able to participate effectively on the IEP team. An interpreter is provided if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process. A teacher or staff member, fluent in the parent’s native language, may serve as the interpreter with parent approval. If the parent(s) cannot attend the IEP meeting, the Charter School will ensure his/her participation using other methods, such as rescheduling the meeting, conferencing by telephone, conferencing via zoom. A copy of the IEP is given to the parent in accordance with State law, and SELPA policies, as applicable.

Upon the parent or guardian’s written consent, the IEP is implemented by RWWNHS in cooperation with the SELPA in which RWWNHS is a member, under the terms of the Special Education MOU if applicable. The IEP includes all required components and is written on SELPA approved forms. The elements of the IEP include:

• A statement of the student’s present levels of academic achievement and functional performance
• The rationale for placement decisions;
• The services the student will receive and the means for delivering those services;
• A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered;
• Measurable annual goals and short-term objectives focusing on the student’s current level of performance;
• A description of how the student’s progress will be measured and monitored;
• An explanation of the extent, if any, to which the student will not participate in general education;
• Any accommodations necessary to measure the academic achievement and functional performance of the student on state and district assessments; and
• Transition goals for work-related skills.

IEP meetings are held according to the following schedule:

• Yearly to review the student’s progress and make any necessary changes;
• Every three years to review the results of a mandatory comprehensive reevaluation of the student’s progress;
• After the student has received a formal assessment or reassessment;
• When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress;
• When an Individual Transition Plan is (“ITP”) required at the appropriate age;
• When a special education student has been suspended, especially if they demonstrate a pattern of misbehavior, to determine if changes to the IEP are required to address the misbehavior;
• Prior to the expulsion of a student with an IEP, to determine if the student’s misconduct was a manifestation of his/her disability, and
• If the parent/guardian, an RWWNHS staff member, hired service providers, or the student has communicated a concern about the student’s progress.

The IEP team formally reviews each student’s IEP at least once a year to determine how the IEP is meeting his/her needs. In accordance with IDEA regulations, the IEP team also conducts a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student’s progress.

If a parent or faculty member feels the student’s educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the school. Once the request is received, the IEP Team will have thirty days, not including school vacations greater than five days, to hold the IEP meeting. The school encourages open communication between the parents and the school for any items related to the special education services. Students at RWWNHS who have IEP’s continue to attend the school, unless the IEP recommends otherwise.

Parents are informed approximately four times a year of the student’s progress toward meeting annual goals and whether the student is expected to meet his/her annual goals. The Goals and Objectives section of the IEP are an attachment to the general progress report. This serves to document the method by which the student’s progress toward achieving the annual goal is measured, the student’s progress during the relevant period, the extent to which it is anticipated the student will achieve the annual goal prior to the next annual review, and where needed, the reasons the student did not meet the goal.

Staffing
All special education services at RWWNHS are delivered by individuals or agencies qualified to provide special education services as required by California’s Education Code and the IDEIA. Although specific staffing needs may be set forth in more detail in a Special Education MOU with the SELPA, based on the demographics in our target population, we have budgeted to have at least one Intervention Specialist with an appropriate Special Education Credential who will lead direct instruction of students with special needs and help train and collaborate with other faculty regarding instruction for students with special needs. The principal or administrative designee bears responsibility for aspects of the SST and IEP process from an administrative perspective. All teaching staff at the RWWNHS are also involved in assuring that all IEPs and 504 plans are properly implemented.

In supporting the special education program and the IEP process, the principal:
• Ensures that all aspects of the IEP are followed;
• Ensures all appropriate personnel (including consultants) attend team meetings;
• Ensures parents receive regular communication about progress made toward attaining the goals stated on the student’s IEP, and inform them of due process procedures and rights;
• Consults bi-monthly with the student’s teacher and service providers to ensure that the objectives and goals of students with IEP’s are being met (consistent with school-wide review of all students’ ILPs);
• Ensures completion of the requisite paperwork, updating and filing of necessary information for initial referrals, triennial evaluations, ongoing monitoring of student progress, and appropriate provision of any/all test modifications as stipulated in the IEP;
• Maintains a central file with all special education evaluation material and IEP’s in accordance with FERPA and IDEA guidelines; and
• Provides a report of student progress on the same schedule as students in general education.

RWWNHS Staff may also attend professional development opportunities that are available to other schools of the Los Angeles County Office of Education.

RWWNHS understands it is responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. RWWNHS shall ensure that all special education staff hired or contracted by RWWNHS are qualified pursuant to SEPLA policies, as well as meet all legal requirements.

Special Education Services and Strategies for Instruction

As detailed throughout this petition, RWWNHS utilizes a MTSS model, and also complies with the federal mandate of the least restrictive environment. RWWNHS complies with the federal mandate of the “least restrictive environment”, meaning that the school makes every attempt to educate special education students along with their non-disabled peers. RWWNHS mainstreams all of its students as much as is appropriate according to each individual IEP, offering a comprehensive inclusion program that includes specialized individual tutoring and supports. Each student’s IEP requires different kinds of modifications for instruction and services, therefore the educational strategies of the IEP are built around the student’s needs and how these fit within the general educational program of the school. The instruction outlined in each student’s IEP are delivered by personnel qualified to do so.

As a member of the Los Angeles County Charter SELPA, RWWNHS may also contract with outside special education service providers – either via an agency or directly -- depending on operational needs or specific requirements of the students’ IEPs in order to ensure student success in the context of our innovative school model. We currently are contracted with Expatiate Communications to provide speech, nursing, and counseling services. Some of the potential contracted services may include nurses, speech therapists, psychologists, autism behavioral or occupational therapists, and counselors. RWWNHS will reassess its special education staffing, service providers, methods, and strategies on a continuous basis to assure that all services provided are effective and of the highest quality.

The range of special education services are the same as at any other public school and include all services as needed to meet students’ IEPs. RWWNHS employs a variety of strategies to ensure student success as detailed throughout this petition, to provide best practices for SWD.

• High Expectations
• Project-Based Learning
• Use of technology
• Collaborative learning
• Small Group Instruction
• Varied assessment tools including presentations, projects, and authentic assessments
• Explicit Direct Instruction
Goal Setting / Learning Targets through I CAN statements

Classroom Modifications for At-Risk Student: In order to help students who appear to need special services or “a reasonable accommodation,” classroom modifications are made. The following modifications or accommodations are used by the regular classroom teacher for students who are at risk, depending on the student’s specific need:

Materials:
- Use highlighted or underlined reading materials
- Provide visual aids
- Provide concrete manipulative materials
- Provide taped texts and/or other class materials
- Allow use of calculator
- Provide materials with wide spacing, few items per page and clear print
- Type teacher materials
- Incorporate technology-based adaptive curriculum

Methods:
- Teach to student’s learning style: Linguistic, Logical, Musical, Spatial, Kinesthetic, Intrapersonal
- Provide visual clues and/or demonstration (model) when instructing
- Read written material to student
- Provide organization aids such as outlines, etc.
- Utilize peer tutors, etc.
- Utilize shared notetaking
- Use clear and concise directions
- Provide graphic organizers (e.g. Thinking Maps) to help students create cognitive schema for new information
- Provide written steps for directions
- Have student repeat directions to teacher or peer
- Use manipulatives
- Emphasize critical information
- Pre-teach vocabulary
- Preview lesson for student before given to whole class
- Reduce language level of reading level of assignment
- Share activities

Assignments:
- Ensure that all students understand learning objectives
- Give directions in small, distinct steps (written/picture/verbal)
- Use written back-up for oral directions
- Lower difficulty level
- Shorten assignment
- Reduce paper and pencil tasks
- Read or tape record directions to student
- Use pictorial directions
- Give extra cues or prompts
- Allow student to record or type assignment
• Adapt worksheets, packets
• Utilize compensatory procedures by providing alternate assignment/strategy
  • Avoid penalizing for penmanship

Pacing:
• Reduce paper and pencil tasks
• Provide distributed review and drill
• Extend time requirements
• Vary activity often
• Allow breaks
• Omit assignments requiring copying in timed situation
• Provide home set of text/materials for preview/review

Testing:
• Give tests orally (may include dictated or taped answers)
• Allow student to take test while standing at the board, if this is student’s preference
• Read test to student
• Preview language of test questions
• Use visuals or pictures
• Give similar questions in regular classroom setting before test
• Use objectives test technique, limit choices for multiple choice, provide word bank for fill-in blank, limit items per matching section
• Use essay tests, allow to be dictated
• Shorten length of test
• Have test administered to the student outside of the class setting

Learners’ Needs:
• Provide student with assignment sheets or require that he/she maintain one
• Provide a visual daily schedule
• Provide calendars
• Check often for understanding/review
• Set defined limits
• Provide positive reinforcement
• Allow projects to be presented orally or on tape
• Allow projects to be presented through demonstration, pictures, and/or models
• Use preferential seating
• Monitor and redirect student to task as needed
• Request parent reinforcement
• Have student repeat directions
• Teach study skills explicitly
• Use study sheets to organize material
• Design/write/use long term assignment timelines
• Review and practice in real situations
• Plan for generalizations
• Teach skill in several settings/environments

Environment:
• Preferential seating
• Alter physical room arrangement
• Define areas concretely
• Provide for a quiet space
• Eliminate too many visual distractions

For every student who is eligible to receive special education instruction and related services, RWWNHS provides transportation as a related service if it is required to assist a child with a disability benefit from special education. As required for any special education program, transportation is provided to meet the criteria for a free, appropriate public education. As applicable, a student’s IEP will describe how special education transportation is coordinated with regular home-to-school transportation, and will set forth an individualized plan for meeting the transportation needs of the student receiving special education.

Reporting
RWWNHS, in collaboration with the SELPA, and RWWNHS service providers (if applicable), collects and maintains the following information on disabled students as required by IDEA:

- A calculation of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are English Learners;
- The number of students provided with test modifications and the types and the number of students exempted from assessments;
- The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom;
- The number of students with disabilities suspended "in-school" and out of school, organized by disability and length of suspensions; and
- The basis of exit from RWWNHS of students with disabilities (i.e., attainment of diploma and type, declassified, moved, etc.).

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting are the responsibility of the Principal and RST (or his/her designee). The RST ensures that a central file with all special education evaluation material and IEP’s is maintained and that this file is locked and confidential, in accordance with IDEA guidelines. Sped Team oversees access to these records, and is responsible for ensuring that all providers responsible for the implementation of a student’s IEP have access to a copy of the IEP and are informed of their specific responsibilities in implementing the IEP.

Due Process and Procedural Safeguards
Parents or guardians of students with IEPs at the RWWNHS must give written consent for the evaluation and placement of their child; are included in the decision-making process when change in placement is under consideration; and are invited, along with teachers, to all conferences and meetings to develop their child’s IEP.

Any concerns or disagreements raised by parents/guardians are acknowledged by the Charter School within five days, after which a meeting between the parent/guardian and Charter School will be scheduled to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.
The Charter School will provide the parent with all notices of procedural safeguards as well as
with information on the procedure to initiate both formal and informal dispute resolutions.

In the event that a parent/guardian files a request for a due process hearing or request for
mediation, RWWNHS shall defend the case.

RWWNHS may initiate a due process hearing or request for mediation with respect to a student
enrolled at RWWNHS if RWWNHS determines such action is legally necessary or advisable.

RWWNHS shall have sole discretion to settle any matter in mediation or due process.
RWWNHS shall also have sole discretion to file an appeal from a due process hearing or take
other legal action involving any RWWNHS student necessary to protect its rights.

Parents or guardians also have the right to file a complaint with the Los Angeles County Office
of Education and/or California Department of Education if they believe that the Charter School
has violated federal or state laws or regulations governing special education.

Funding
RWWNHS understands that it is subject to the allocation plan of its SELPA.

Section 504 of the Rehabilitation Act
RWWNHS recognizes its legal responsibility to ensure that no qualified person with a disability
shall, on the basis of disability, be excluded from participation, be denied the benefits of, or
otherwise be subjected to discrimination under any program of RWWNHS. A student who has a
physical or mental impairment that substantially limits one or more major life activities, has a
record of such an impairment, or is regarded as having such an impairment, is eligible for
protections under Section 504. RWWNHS understands that its students may have exceptional
needs that are not governed by the terms of the federal special education law (IDEA) but who
may require accommodations or services pursuant to the terms of Section 504 of the
Rehabilitation Act and that the Charter School will be responsible for planning and
implementing any such accommodations or services. The Director of Curriculum and Instruction
will be the 504 Coordinator unless he or she chooses to delegate that responsibility to an
appropriately qualified staff member.

RWWNHS shall be solely responsible for its compliance with Section 504. The Charter School
has established policies and procedures to ensure compliance with requirements for parental
notice of due process rights, parents’ right to review records, impartial hearings, representation
by counsel and review procedures, the students’ equal access to academic and nonacademic
school activities, the right to a free and appropriate public education (“FAPE”) in the least
restrictive environment, right to notice regarding referral, evaluation and placement, and the right
to an appeal process.

A 504 team will be assembled by the Principal (or his/her designee), teachers, parent/guardian,
the student if needed, and other qualified persons knowledgeable about the student, the meaning
of the evaluation data, placement options, the suspected handicapping condition, and
accommodations. If that knowledge is not present among the 504 team’s regular members, the
school may hire or invite additional team members who bring that expertise according to the needs at hand.

The 504 team will review the student’s existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student’s disability and the impact upon the student’s education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligent quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student’s aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student’s impaired sensory, manual or speaking skills.

The final determination of whether the student is eligible for accommodations under Section 504 must be made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to be eligible for accommodations under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education. In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School’s professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student’s education, including substitutes and tutors, must have a copy of each student’s 504 Plan. The Director of Student Services will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with any long-term substitutes. A copy of the 504 Plan shall be maintained in the student’s file. Each student’s 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.
**Professional Development**

We believe that impactful and inspiring adult learning leads to effective teacher practice, resulting in improved learning outcomes. We also acknowledge that the quality of professional learning is the factor that transforms teaching. The Learning Policy Institute published a research brief, *Effective Teacher Professional Development* (2017), that stated that “effective PD is structured professional learning that results in changes to teacher practices and improvements in student learning outcomes.” This research brief elaborates that effective professional learning:

- Is content focused
- Incorporates active learning utilizing adult learning theory
- Supports collaboration, typically in in job-imbedded content
- Uses models and modeling of effective practice
- Provides coaching and expert support
- Offers opportunities for feedback and reflection
- Is of sustained duration

Professional learning at RWWNHS encompasses all of the above components. We launch the year for teachers in early August with our two week Summer Teachers Conference. During the conference there are opportunities to engage in vertical teaming with grade level, school, and grades 9-12 content teams, with RWWNHS. Weekly professional learning is built into our bell schedule, with early release days on Wednesday, to provide teachers with a two-hour block. We provide opportunities for teachers to attend outside conferences and workshops to improve their craft. Monthly content team collaboration is led by our content coaches.

**Professional Development for STEM Teachers**

*Foundations for Science*

Philosophy - Pedagogical practices provided during professional development in an experiential learning environment are projects and phenomena connected to their interests and/or communities, student driven learning and pace, multiple modes of exploration, scaffolds, extensions beyond the standard, strategic grouping of students to support opportunities for intentional peer to peer discourse utilizing evidence for claims, and identifying, calling out and utilizing “funds of knowledge” (Gonzalez et al., 1995). These pedagogical practices are equity tools that help create an inclusive learning environment for diverse student populations and are aligned with research literature and scenarios provided by the NGSS Diversity and Equity Team (NGSS, 2013). In addition, constructivist theory guides teachers to shift from traditional teaching to a rigorous, inquiry-based teaching and learning approach (Trowbridge, Bybee, & Powell, 2000) involving active student-centered experiences. To create inclusive environments the utilization of constructivist theory, specifically cognitive apprenticeship (Brown, Collins, & Duguid, Brown, 1989) and partnership philosophy (Knight, 2007) which focus on and develop reflection, agency, modeling, scaffolding, action and articulation, and metacognition are implemented with the teacher. These pedagogical practices are placed within the context of three driving questions teachers ask before they plan and teach: 1) Who is doing the thinking? 2) Why should students care and how are they seeing themselves in the lesson? 3) Can each student access the learning?

*Model*
At RWNHS, science educators engaged in the Engineering Science Inquiry (“ESI”) instructional model. ESI utilizes an inquiry-based teaching model based on the 5Es (Engage, Explore, Explain, Extend, Evaluate). This model, utilized in numerous National Institute of Health teaching modules, “can have a positive impact on mastery of subject matter (content knowledge), scientific reasoning (skill-based knowledge), and interest and attitudes toward science” (Bybee et al., 2006). Engineering Science Inquiry applies the 5E learning cycle to promote student learning through hands on inquiry, engineering design solutions and explanation of scientific phenomena.

Teachers foster a creative and critical thinking science learning environment and assessment system that inspires students, incorporates science literacy standards, celebrates problem solving, encourages out of the box thinking, engages in reasoning from evidence, and increases student achievement.

**Professional Development Topics**

<table>
<thead>
<tr>
<th>Year 1 Focus</th>
<th>Year 2 Focus</th>
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<tbody>
<tr>
<td>Intro to NGSS</td>
<td>Phenomena Question Practice</td>
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<tr>
<td>Conceptual Flow Mapping</td>
<td>Engineering Design</td>
</tr>
<tr>
<td>Unit Development Learning Target 3D</td>
<td>Science Literacy and Discourse (Claim Evidence Reasoning)</td>
</tr>
<tr>
<td>5E Overview and Assessment</td>
<td>Science Literacy and Discourse Techniques for Scaffolds and Extensions</td>
</tr>
<tr>
<td>Engage (Phenomena and Engineering Problems)</td>
<td>Embedded Differentiation Through Rigor and Data Driven Assessment</td>
</tr>
<tr>
<td>Multiplicity of Explore</td>
<td>Embedded Differentiation Techniques for Scaffolds and Extensions</td>
</tr>
<tr>
<td>Student Synthesis of Explain</td>
<td>Authentic Continuous Assessment Development Between Units</td>
</tr>
<tr>
<td>Rigorous Elaboration (Real Contexts)</td>
<td>Authentic Continuous Assessment Development Between Units</td>
</tr>
</tbody>
</table>

**Professional Monthly Learning Cycle**

Monthly PD session / monthly PLC

1. Two-hour experiential professional development seminars will be held to learn the Engineering Science Inquiry model
   a. School leaders will participate in and support each seminar.
   b. PLC -approximately 2 weeks after PD

2. Teachers will form a Professional Learning Community where they meet to share and analyze student data around their chosen goal from the last session.
   a. School leaders will participate in and support each seminar.

3. Individual coaching meetings
4. Teacher observation based on teacher focus. Teachers identify a NGSS shift that they will work on for the year. Teachers use rubrics to assess their placement in their chosen focus.
   a. Coaching debrief will take place around student data from the observation.
5. Trend data from observations will become a “driver” for coaching within the PLC.
6. Each semester instructional classroom rounds with school leaders will take place to observe and analyze science classrooms for NGSS implementation.

Professional Development for Math

How can I support each student in developing his/her mathematical identity?

Big Idea for this Course: Building all students Mathematical Identity: “A social justice commitment to mathematics education highlights mathematics as a dynamic, political, historical, relational, and cultural subject (Gutierrez, 2013a). Identity and power play central roles in this engagement. Identity as a mathematics learner is dynamic, negotiated, and complex (Martin, 2000). It is constructed from one’s beliefs about themselves, as well as, how one is positioned as a mathematics learner by others…One’s own agency and voice are also vital to identity construction” (NCSM & TODOS, 2016, p. 3).

“Engaging the sociopolitical turn in mathematics education situates mathematics as an analytical tool to understand, critique, and transform the world (Gutstein, 2006). Mathematics can be used to problem-solve and model real-world phenomena, sociopolitical situations, community issues, and power relationships. Conversely, new mathematics can be learned when facing novel experiences that demand creative quantitative analysis, and culturally based solutions. Thus, facilitating student mathematical proficiencies that transcend textbooks and promote quantitative literacy, civic engagement, as well as individual and collective agency, is a social justice act of mathematics education” (NCSM & TODOS, 2016, p. 3).

Professional Development:

PD will focus on effective approaches in creating learning experiences in mathematics that are active, connected, sensory, emotional, and center on mathematical thinking, problem solving and self-regulation as fundamental to learning mathematics and building students’ mathematical identity. Teachers learn how to teach mathematical thinking through the eight Common Core State Standards for Mathematical Practices within the context of storytelling. Teachers learn how to coach students in developing the mathematical reasoning and procedural skills needed to design creative solutions to complex problems. Teachers learn how to teach students action steps to become self-regulated learners. The focus of the PD will be dedicated to improving mathematical teaching practice, with student evidence analysis as a cornerstone in the development of each teacher's practice.

Professional Development Focused on Literacy

We are engaged in a multi-year partnership with the CA Reading and Literature Project at Loyola Marymount to provide professional learning in content literacy. The mission of the California Reading & Literature Project (“CRLP”) is to provide high quality, standards-based
professional development in reading and language instruction to help ensure that every California student in grades PreK-12 achieves the highest standards of academic performance. CRLP support and sustained continuous improvement, including the implementation of State Boards adopted instructional materials.

CRLP is a collaborative, statewide network of classroom teachers and university scholars that provides quality, standards-based professional development in language and literacy instruction to ensure that every student is academically prepared to finish high school ready for college and career. Scholars and teacher leaders from across the state work collaboratively to develop, implement, and evaluate professional development programs designed to help districts support and sustain continuous improvement in academic literacy and language development for all students. CRLP focuses on student achievement and grounds all professional development activities in student work and outcomes, in order to inform teacher practice and assess teacher leadership. Each year, scholars and teachers from these sites work collaboratively to design, implement, evaluate, and refine professional development programs in an effort to enhance K-12 teacher's content knowledge and instructional strategies in accordance with the California State Board of Education-adopted Common Core State Standards in English-Language Arts and the California English-Language Arts Content Standards. CRLP programs engage educators in concrete tasks of teaching, assessment, peer coaching, inquiry, and reflection.

Program Description:
Content Area Language and Literacy (grades 9-12) CA Common Core State Standards require an integrated, interdisciplinary model of literacy that reflects the reciprocal relationship between the language arts and content knowledge (CA ELA/ELD Framework, 2014). The end goal is for students to independently comprehend complex texts across a range of types and disciplines in order to build strong content knowledge.

- **CALL** offers middle and high school content teachers practical, research-based instructional routines that help student access and engage with a variety of complex text across content areas

- **CALL** provides teachers instructional routines that make challenging text accessible, relevant, and comprehensible to all students, including English learners

- **CALL** promotes reading independence as students learn to systematically employ the reading comprehension routines implemented and modeled by their teachers

**Shifts to Professional Development Due to COVID-19**

It is important to note that due to COVID-19 restrictions professional development has shifted to support the following virtual tools:
- Equity and access in distance learning
- Developing relationships in a virtual environment
- Supporting social emotional learning in a distance environment
- Implementing the science and engineering practices in a virtual environment
- Apps and protocols for science discourse and assessment

During PDs: (synchronous)
• Plan with colleague virtual lesson for 1 day implementation -engage/explore
• Share-critique-revise

1 week after PD (asynchronous)
• Load up your zoom video & student work of lesson into folder
• Watch colleagues zoom video-complete observation form

During PLC (synchronous)
• Review student learning in video
• Analyze student work
• Debrief, reflection and recommendations for future lessons
Element 2 – Measurable Pupil Outcomes and Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

Governing Law: “The measurable pupil outcomes identified for use by the charter school. ‘Pupil outcomes,’ for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” (Ed. Code § 47605(c)(5)(B).)

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” (Ed. Code § 47605(c)(5)(C).)

GOALS, ACTIONS AND MEASURABLE OUTCOMES ALIGNED WITH THE EIGHT STATE PRIORITIES

In accordance with Education Code Section 47606.5, the Charter School shall comply with all elements of the Local Control and Accountability Plan (“LCAP”) pursuant to regulations and a template adopted by the California State Board of Education and reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter. The Charter School shall submit the LCAP to the District and the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

RWWNHS will pursue the following schoolwide and subgroup outcome goals, based on the state priorities detailed in California Education Code § 52060(d). Student performance and achievement of schoolwide, subgroup and individual student progress will be measured by multiple and varied summative and formative assessments that are aligned to state and federal standards (including the new Common Core) and reflect proficiency measures required by the California Assessment of Student Performance and Progress (CAASPP), as well as state priorities detailed in California Education Code § 52060(d).

The following chart details the school’s goals as of this petition submission, for all pupils (including statistically significant subgroups) pursuant to California Education Code § 52052, for each of the eight (8) state priorities identified in California Education Code § 52060(d), including specific annual actions the school will take to achieve each of the identified annual goals. We note that as required under the California Education Code, RWWNHS’ stakeholders engage in a collaborative process each year to update and prepare an annual Local Control and Accountability Plan (LCAP) with specific annual goals (both schoolwide and, as applicable, for specific statistically significant subgroups) based on the current data as a basis for prioritizing allocation.
of funds. The following is intended to be illustrative of the goals and actions RWNHS anticipates at this point in time.

### Measurable Pupil Outcomes

**State Priority #1**  
Basic Services: The degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; every pupil has sufficient access to standards aligned instructional materials; and school facilities are maintained in good repair.

<table>
<thead>
<tr>
<th>Annual Goals to Achieve State Priority</th>
<th>Actions to Achieve Annual Goals</th>
<th>Measurable Outcomes and Methods of Measurement</th>
<th>Narrative</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal A</strong></td>
<td>HR will conduct clearance for background and credentials upon hiring; conduct an annual review of credential status, provide supports to new teachers, and offer competitive salary and benefits packages</td>
<td>100% of teachers are properly certified with credential or permits, and appropriately assigned, evidenced through an initial and annual verification as reported by the California Commission on Teacher Credentialing</td>
<td>The school is in partnership with LACOE for Induction to support teachers in clearing credentials</td>
</tr>
<tr>
<td>All teachers hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing, and appropriate EL authorization; all teachers will be appropriately assigned</td>
<td>Implement appropriate Common Core State Standards (CCSS) aligned instructional materials (including digital curriculum), for all grade levels with ongoing review to provide a cohesive curriculum that meets the needs of learners</td>
<td>100% of students have access to standards-aligned materials and technology</td>
<td>Conduct an annual review of instructional materials to determine effectiveness and standards alignment</td>
</tr>
<tr>
<td><strong>Goal B</strong></td>
<td></td>
<td></td>
<td>100% of students have access to one to one devices and</td>
</tr>
<tr>
<td>All students, including statistically significant subgroups (SED, Hispanic/Latino, African American, EL, SWD), will have access to standards aligned (including Common Core) and additional instructional materials as outlined in the charter petition</td>
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<tr>
<td><strong>Goal C</strong></td>
<td><strong>Actions to Achieve</strong></td>
<td><strong>Measurable Outcomes and Methods of Measurement</strong></td>
<td></td>
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<tr>
<td>The school facilities will be clean and maintained in good repair with daily spot checks, and LACOE Site Inspection Lists with &gt;90% of items in compliance or good standing</td>
<td>Secure appropriate facility for school needs, and address any issues in a timely manner</td>
<td>LACOE Facilities Report &gt;90% of items in compliance or good standing</td>
<td></td>
</tr>
</tbody>
</table>

**State Priority #2**

*Implementation of academic content and performance standards and English Language Development standards adopted by the state board for all pupils, including SWD and English Learners.*

<table>
<thead>
<tr>
<th>Annual Goals to Achieve State Priority</th>
<th>Actions to Achieve Annual Goals</th>
<th>Measurable Outcomes and Methods of Measurement</th>
<th>Narrative</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal A</strong></td>
<td>Develop 9-12 curriculum pacing, lesson and unit plans, and interventions (for ELs, SWD, and other subgroups) aligned to CCSS and instructional priorities, including integrated technology and project-based learning activities to facilitate cognitive development for middle grade learners</td>
<td>100% Common Core Implementation for <em>all high school subject areas</em>; evaluation through multiple assessment measures, classroom observations, and ongoing review of instructional materials</td>
<td>Ensure appropriate instructional</td>
</tr>
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materi
als for
Designated ELD

Ensure appropriate adaptive learning materials for SWD

Teachers participate in ongoing professional learning in content teams, and receive ongoing coaching and support

<table>
<thead>
<tr>
<th>State Priority #3</th>
<th>Parental involvement and family engagement, including efforts to seek parent input in making decisions for the school, and including how [the school] will promote parental participation in programs for unduplicated pupils and individuals with exceptional needs.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Annual Goals to Achieve State Priority</strong></td>
<td><strong>Actions to Achieve Annual Goals</strong></td>
</tr>
<tr>
<td><strong>Goal A</strong> Increase the number of opportunities for gathering parental input</td>
<td>During events and meetings when families are visiting the campus, the school will establish structures that provide more data points regarding parental input to deepen engagement and shared decision-making; Suggestion Boxes in Main Office, Open Door Policy for Principal’s Office, one-one meetings with families and school leaders, frequent Needs Assessments, Feedback Sessions included during Town Hall Meetings, ELAC, and Parent Advisory Committee</td>
</tr>
</tbody>
</table>
Volunteer forums held to encourage more families to come to campus; include segments of the program to collect feedback relating to the instructional program, climate and culture, student services, and overall satisfaction

Parents will continue to receive frequent and clear communications (in English and Spanish) relating to school meetings and events through multiple modes of communication; website, Parent Square notices and newsletters (communication will be sent weekly, at minimum)

State Priority #4
Pupil achievement, as measured by all of the following, as applicable:

A. CAASPP statewide assessment
B. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education
C. Percentage of ELs who make progress toward English language proficiency as measured by the ELPAC
D. EL reclassification rates
E. Percentage of pupils that have passed an AP exam with a score of 3 or higher,
F. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness. Other parts of F
<table>
<thead>
<tr>
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<th>Actions to Achieve Annual Goals</th>
<th>Measurable Outcomes and Methods of Measurement</th>
<th>Narrative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal A</td>
<td></td>
<td></td>
<td>Due to the suspension of the Summative CAASPP due to the pandemic, there is no baseline data at this time. Baseline data will be established by the 2022 Summative CAASPP</td>
</tr>
<tr>
<td>1) Increase the % of students meeting or exceeding CCSS in <strong>English/Language Arts (ELA)</strong> based on annual Summative CAASP performance</td>
<td>Refine the use of formative assessments (Interim Assessment Blocks (IAB) and Interim Comprehensive Assessments (ICA) to monitor student progress throughout the year, and provide targeted support and intervention as needed</td>
<td>1) All 11th grade students (school-wide) and statistically significant subgroups will demonstrate progress in <strong>ELA</strong> through a dashboard indicator of Yellow or better</td>
<td></td>
</tr>
<tr>
<td>2) Increase the % of students meeting or exceeding Common Core State Standards in <strong>Mathematics</strong> based on annual Summative CAASP performance</td>
<td>Provide ongoing training for staff during the Summer Teachers Conference and weekly professional development blocks, and attendance at outside conferences, to develop content expertise, and embed Integrated ELD strategies and scaffolds for EL, SWD, and students not meeting grade level standards</td>
<td>2) All 11th grade students (school-wide) and statistically significant subgroups will demonstrate progress in <strong>Math</strong> through a dashboard indicator of Yellow or better</td>
<td></td>
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<tr>
<td>3) Increase the % of students meeting or exceeding Common Core State Standards in <strong>Science</strong> based on the annual Summative CA Science Test (CAST) performance</td>
<td>Utilize state and federal funding aimed at improving achievement and supporting learners after the pandemic to hire a Reading Interventionist, Math Consultant/Coach and other key</td>
<td>3) 60% of students will meet or exceed standards on Summative CAST (administered to students at the end of the three-year high school course model in grade 11 or 12)</td>
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<tr>
<td>Support Staff Members</td>
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<td>Strengthen Multiple Tiered Systems of Intervention and Supports (MTSIS) to include the improved use of data to address learning gaps, monitor individual and subgroup progress, and provide more targeted intervention and supports</td>
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**Goal B**

A high percentage of graduating seniors, including statistically significant subgroups, will be UC/CSU eligible upon graduation

| All staff and students are trained in understanding and utilizing the CCGI program to monitor progress towards UC/CSU requirements; the program is a central component to Promise Time |
| All students are enrolled in UCOP approved A-G courses grades 9-12, (with the exception of SWD that are on a HS Certificate of Completion) |
| College Counselors hold frequent meetings with individual students to monitor A-G completion progress and college planning |

| 80% of graduating seniors, including statistically significant subgroups, will be UC/CSU eligible upon graduation, with a grade of C- or higher |

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153
<table>
<thead>
<tr>
<th>Goal D</th>
<th><strong>English Learners</strong> will progress</th>
<th>Designated ELD teacher(s) will receive ongoing training and support in implementing the ELD standards and 75% of English Learners will demonstrate progress by increase at least 1 ELPI level annually</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal C</td>
<td><strong>High English Learner Reclassification Rates annually</strong></td>
<td>Designated ELD classes provide ELs with scaffolded instruction to increase language proficiency and build academic language</td>
<td>The resident schools average for 2019-20 was 5.49; this average was derived from the six resident schools determined by LACOE CSO</td>
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<td>Designated ELD teacher(s) will be trained in the effective implementation of ELD curriculum aligned to ELD Standards and supplemental learning materials</td>
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<td>Humanities teachers are trained and supported in providing Integrated ELD through the CA Reading and Literacy Project (Loyola Marymount University)</td>
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<td>English Learner classification will meet or exceed the average reclassification rate of resident schools</td>
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</table>
building academic vocabulary

Systems to monitor English Learner progress will be further developed to include greater involvement from the Language Acquisition Team (LAT) and use of ELD Passports

Increased support for Long-Term English Leaners will be provided through Integrated ELD, teacher training, and more effective intervention to address skill gaps in reading, language and writing

<table>
<thead>
<tr>
<th>Goal E</th>
<th>AP teachers will attend annual summer trainings through the College Board</th>
</tr>
</thead>
<tbody>
<tr>
<td>High AP Passage Rate</td>
<td>The school will establish criteria for students to enroll in AP courses</td>
</tr>
<tr>
<td></td>
<td>AP Spanish courses are open to native Spanish Speakers, encouraging native speakers to develop strong biliteracy</td>
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<tr>
<td></td>
<td>60% of Students who graduate from RWWNHS will pass 2 or more AP exams with a score of 3 or better</td>
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</tbody>
</table>
AP Boot Camps are offered after school and on Saturdays throughout the year for all AP subjects offered.

Increase the number of AP course offerings over time, and the number of students who enroll.

<table>
<thead>
<tr>
<th>Goal F</th>
<th>Create time dedicated time during the school day for Senior Capstone Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduating seniors will demonstrate <strong>college and career preparedness</strong></td>
<td>Train all teachers in Project-Based Learning through PBL Works (Buck Institute for Education- Gold Standard PBL Model)</td>
</tr>
<tr>
<td></td>
<td>Integrate Digital Media Arts and Entertainment into content lesson to incorporate this genre into senior projects</td>
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<td>Provide CTE through courses, internships, and partnerships to include in the Capstone Projects</td>
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<td></td>
<td>Students will engage in the Civic Action Project</td>
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<tr>
<td></td>
<td>90% of Graduating Seniors will demonstrate College and Career preparedness, through the presentation of a Capstone Project, presented to a public audience, to culminate learning from CTE Pathway (Digital Media Arts and Entertainment) and the Senior Capstone Course</td>
</tr>
</tbody>
</table>
(CAP) through a partnership through the Constitutional Rights Foundation

<table>
<thead>
<tr>
<th>Goals</th>
<th>Actions</th>
<th>Measurable Outcomes and Methods of Measurement</th>
<th>Narrative</th>
</tr>
</thead>
<tbody>
<tr>
<td>All statistically significant subgroups will demonstrate mid-year growth between Interim #1 (Fall) and Interim #2 in Math, Reading, Language and Science</td>
<td>Provide robust intervention/tutoring for students whose RIT Scores are Low/Low Average based on MAP Baseline Assessment (August) and Interim #1 (Fall/November) Provide appropriate support for subgroups: RSP Labs, Designated and Integrated ELD, Reading Intervention, Optimal Learning Environments and Culturally Responsive Teaching Provide ongoing training and support for teachers at all effectiveness levels to incorporate data in lesson planning Develop and implement systems to monitor individual and subgroup progress, and evaluate the</td>
<td>All statistically significant subgroups, at each grade level (grades 9-12) will demonstrate a Conditional Growth Index Higher than 1 in Math, Reading, Language Usage and Science</td>
<td>The Conditional Growth Index (CGI) compares growth between students, and correlates student's growth with the growth patterns of matching peers within the NWEA norms study (same grade, starting RIT score, and Weeks of Instruction before testing). GGI compares students fairly, and shows</td>
</tr>
<tr>
<td>State Priority #5</td>
<td>Pupil engagement, as measured by all of the following, as applicable:</td>
<td>Actions to Achieve Annual Goals</td>
<td>Measurable Outcomes and Methods of Measurement</td>
</tr>
<tr>
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<td>---------------------------------</td>
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<tr>
<td></td>
<td>A. School attendance rates</td>
<td>Monitor daily student attendance through Power School, encourage positive attendance through the comprehensive PBIS program, maintain a robust system for parent/guardian outreach that communicates and reinforces the importance of daily attendance</td>
<td>ADA will average 92% annually, school-wide, and for all statistically significant subgroups</td>
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<tr>
<td></td>
<td>B. Chronic absenteeism rates</td>
<td>Implement systems for early intervention to proactively address the root causes of chronic absenteeism through the School Attendance Review Team (SART) that addresses the social emotional needs of students and families; team members include social worker</td>
<td>Chronic absenteeism rates will remain below 10% annually, schoolwide and for all significant subgroups</td>
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<tr>
<td></td>
<td>C. Middle school dropout rates</td>
<td></td>
<td>Attendance data from past years indicates that chronic absenteeism is higher among African American Students</td>
</tr>
<tr>
<td></td>
<td>D. High school dropout rates</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>E. High school graduation rates</td>
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</tbody>
</table>
Extend outreach for African American families to include more personalized communication between families and school staff, increase family participation at school events, and engage, understand and build initiatives based on student needs, and create support structures that deepen engagement.

| Goal C | Social emotional supports will be provided for students who are academically or socialemotionally at-risk, to include counseling, check-and connect, and parental outreach. Early intervention for chronically absent and disengaged learners will proactively address disengagement through SART and MTSIS. The attendance team and office staff will track students who leave the school due to family relocation, to make certain that they are enrolled in a new school to the extent possible. | High School Dropout will be below 1% annually |

<p>| Goal D | Go For College Team will provide personalized college | 98% of 4 or 5th year seniors will meet all high school |</p>
<table>
<thead>
<tr>
<th>High Graduation Rates for seniors</th>
<th>counseling for all students</th>
<th>graduation requirements, as evidenced by the CA Dashboard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early intervention will be implemented to keep freshman and sophomores on-track and avoid at-risk status during junior and senior years; struggling students will receive support and intervention (MTSIS)</td>
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</tr>
<tr>
<td>Promise Time/Advisory will be used to track academic progress towards graduation</td>
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<tr>
<td>Students will have ongoing check-ins with counselors and Advisors to monitor their on-track graduation progress</td>
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<tr>
<td>Credit recovery will be offered through APEX during Power Hour, after school, and summer school; progress will be monitored and students supported with course completion</td>
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</tbody>
</table>

**State Priority #6**

*School climate, as measured by all of the following, as applicable:*

- **A. Pupil suspension rates**
- **B. Pupil expulsion rates**
### C. Other local measures, including surveys of pupils, parents and teachers on the sense of safety and school connectedness.

<table>
<thead>
<tr>
<th>Annual Goals to Achieve State Priority</th>
<th>Actions to Achieve Annual Goals</th>
<th>Measurable Outcomes and Methods of Measurement</th>
<th>Narrative</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal A</strong></td>
<td>Positive Behavioral Intervention and Support (PBIS) and Social Emotional Learning (SEL) is infused in all aspects of the school to include Other Means of Correction</td>
<td>Suspension rates will remain below 2% annually, and expulsion rates will remain below 1% annually</td>
<td>Increased support for social-emotional learning (training and resources) will be provided as students and staff transition from distance learning to full-time in-person instruction</td>
</tr>
<tr>
<td>Maintain low suspension and expulsion rates for all students, school-wide and for all statistically significant subgroups</td>
<td>Clear and consistent expectations for student behaviors are established and adhered to by students and staff, and shared with the parent community</td>
<td>Continuously training for trauma-informed practice, culturally responsive teaching, new teacher support, and strategies for effective classroom management, is provided for staff</td>
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</tbody>
</table>

**Goal B**

RWWNHS will maintain a positive school climate and culture, where students and families report high rates of satisfaction and connectedness to the school community.

<table>
<thead>
<tr>
<th>Actions to Achieve Annual Goals</th>
<th>Measurable Outcomes and Methods of Measurement</th>
<th>Narrative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robust implementation of PBIS systems promote positive behaviors and engage learners at high levels</td>
<td>70% of all stakeholders, including staff, students, and families, will indicate high rates of satisfaction and connectedness on the annual School Climate and Culture Survey in the related areas</td>
<td>The School Climate and Culture Survey is administered through Panorama, but another compatible tool may be used to evaluate satisfaction and connectedness for stakeholders</td>
</tr>
</tbody>
</table>

**Promise Time/Advisory Curriculum addresses the**
### Social-Emotional Needs of Learners

Meaningful family engagement is built through personalized outreach, two-way communication, and workshops tailored to the interests and needs of families.

### State Priority #7

**Course Access:** The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.

<table>
<thead>
<tr>
<th>Annual Goals to Achieve State Priority</th>
<th>Actions to Achieve Annual Goals</th>
<th>Measurable Outcomes and Methods of Measurement</th>
<th>Narrative</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal A</strong></td>
<td>Ensure that all learners have access to a well-rounded educational program, enriched through integrated technology, arts integration, project-based learning, civic action, and health and wellness programs, including an emphasis on sports</td>
<td>100% of students will have access to a broad course of study that includes all high school course offerings; Math, ELA, History/Social-Science, Designated ELD, PE/Health, CTE, World Languages (Spanish), offered during the school year, that promote academic and social-emotional well-being</td>
<td><strong>Developing Academic Achievers, Athletes, and Activists</strong> guides our educational approach to equipping learners who are prepared for success in college, career, and life</td>
</tr>
</tbody>
</table>
### State Priority #8

**Other Student Outcomes: Pupil outcomes, if available, in the subject areas described above in #7 as applicable.**

<table>
<thead>
<tr>
<th>Annual Goals to Achieve State Priority</th>
<th>Actions to Achieve Annual Goals</th>
<th>Measurable Outcomes and Methods of Measurement</th>
<th>Narrative</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal A</strong></td>
<td></td>
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<td>RWWNHS emphasizes overall physical and emotional wellness, and encourages participation in CIF Sports as part of our educational model</td>
</tr>
<tr>
<td>All Students will demonstrate the formation of life-long habits for physical activity and overall health and well-being based on the CA Physical Education Frameworks and Health Education Frameworks</td>
<td>A comprehensive Physical Education program will be provided for students through the one year requirement offered freshman year, that aligns to CA Physical Education Frameworks</td>
<td>100% of students, enrolled in high school PE, will demonstrate progress in reaching optimal physical fitness and well-being as evidenced through end of unit PE/Health assessments</td>
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<td>The requirements for High School Physical Education will be met, including the number of state approved minutes</td>
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<tr>
<td><strong>Goal B</strong></td>
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<tr>
<td>All students will demonstrate growth and progress in History/Social Science (HSS) standards, through rigorous and engaging instruction that utilizes Primary Sources and Document Based Questions (DBQ)</td>
<td>HSS teachers participate in the CA Reading and Literature Project to integrate the ELA/ELD standards in daily lessons</td>
<td>80% of students will earn a 3 or 4 Rubric Score (or C or better grade equivalent) that evaluates the standards-aligned DBQ administered at minimum of once per semester</td>
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<td>HSS teachers will implement a cohesive curriculum and receive training for effective implementation that includes connections to civics and current events, and multi-cultural perspectives</td>
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<td>HSS will use primary sources and Document-Based</td>
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<tr>
<td><strong>Goal C</strong></td>
<td>Questions to prepare learners for success at higher levels</td>
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<tr>
<td>All students will demonstrate growth and progress in <strong>NGSS Science</strong> standards through the three-course high school Integrated Science Model</td>
<td>A Science consultant will provide monthly content team PD, ongoing coaching, training, and support the implementation of NGSS standards through inquiry-based learning and laboratory based lessons</td>
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<tr>
<td>Science Teachers will be trained in implementing cohesive, NGSS aligned curriculum annually focused on phenomena-based resources</td>
<td>70% of students will earn a 3 or 4 on a rubric score (or C or better grade equivalent) in an end of unit assessment/interdisciplinary lab related project, that incorporates inquiry-based activities research, and writing</td>
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<table>
<thead>
<tr>
<th><strong>Goal D</strong></th>
<th>Questions to prepare learners for success at higher levels</th>
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</thead>
<tbody>
<tr>
<td>All students will demonstrate growth and progress in <strong>CTE</strong></td>
<td>CTE certified teachers are hired, retained, and trained to provide students with robust, standards</td>
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<td></td>
<td>80% of Students will pass CTE courses with a grade of C or better</td>
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</tbody>
</table>
| Career Technical Education (CTE) standards, through passing courses in the Digital Media Arts and Entertainment Pathway | aligned CTE coursework  
Career Pathway Connections (sponsored through LA Promise Fund) will support the school with CTE, through community college partnerships for course enrollment and to develop skills and experiences for college and career readiness through dual enrollment and workforce learning  
During the summer between junior and senior year, students will participate in The Intern Project (TIP) to attain a summer internship that aligns with CTE goals |
|---|---|
| **Goal E**  
All students will demonstrate growth and progress in World Language Instruction (Spanish) standards through subsequent Spanish Course Levels designed to build Spanish language proficiency for native and non-native speakers | Spanish teachers will receive training and coaching in methods for effectively teaching Spanish as a second language to non-native speakers  
Spanish teachers will receive training in the implementation of a standards-aligned, leveled curriculum to address the needs of Spanish Language learners at various levels  
Due to the shortage of credentialed |
|  | 80% of Students will pass World Language courses with a grade of C or better |
Spanish teachers, the school will extend outreach to colleges and universities, and recruit paraprofessionals for Teacher Residency programs to create a pipeline of Spanish teachers to fill the need.

Native Spanish speakers will engage in lessons and activities during classes that promote and celebrate biliteracy for native Spanish speakers.

STATE ASSESSMENTS
To ensure that all statewide performance standards are met and to ensure continual evidence of student learning, RWWNHS shall conduct all required statewide testing pursuant to Education Code §47605(d). Various assessments are used to measure student achievement and progress, help in the design of programs, validate and improve teaching methods, and provide metrics for programmatic audits reported to LACOE and the California Department of Education. All students participate in state mandated assessments including the CAASPP (11th grade), CA Science Test (11th or 12th grades), ELPAC (ELs), and the Physical Fitness Test (FitnessGram 9th grade). Students who are eligible for the California Alternative Assessments (“CAAs”), as determined by the IEP team, take the CAAs in ELA, mathematics, and science. English Learners who meet the applicable criteria take the California Spanish Assessment.

INTERNAL ASSESSMENT TOOLS
Our faculty collaborates to ensure our internal summative assessments are properly aligned with the CAASPP and serve as a meaningful predictor of success on the CAASPP. Due to the alignment of RWWNHS core curriculum with State Standards, progress relative to these State Standards can also be measured in terms of in-class student performance:

- Baseline assessments: RWWNHS uses common assessments derived from State Standards to assess literacy and mathematics skills for each student at the beginning of every academic year. We currently use the NWEA Map Assessment and a Lexile Level Assessment through Achieve 3000. Baseline measurements of language arts and mathematics are taken at the beginning of the school year to determine progress towards mastery of the State Standards. Diagnostic assessments are used to inform teacher planning and flexible grouping and to identify students for early intervention, for students who are performing below grade level as well as enrichment activities for students who are performing above grade level. Students growth is measured between interim assessments.
• Formative assessments: During the school year, RWNHS conducts ongoing formative assessments of student progress using a variety of measures. These assessments help teachers regularly adjust instruction according to students’ progress and ensure that instruction is differentiated to meet each individual student’s needs. Teachers use end of unit assessments that are teacher created or included in curricular programs. These include performance tasks, and projects aligned with coursework to measure students’ proficiency with course content and grade-level standards. These tools provide teachers with a snapshot of each student’s mastery of State Standards at regular intervals, and the results are used to refine instruction to meet students’ needs.

• Summative assessments: In addition to the CAST/CAASPP, these assessments include teacher created or end of unit assessments from our adopted curriculum program, and/or State Standards-aligned benchmark assessments in required core courses. They may also include portfolios to showcase student writing and culminating projects. RWNHS teachers compare beginning and end of the year assessments to show student growth over time with respect to the student outcomes. Culminating performance assessments may be used as benchmarks and summative assessments to determine proficiency levels according to pre-established criteria.

MEASURES OF ACADEMIC PROGRESS (MAP)
In order to provide a personalized education experience and to understand better when students have achieved specific competencies and are ready to advance, and where they need help, we use the NWEA’s MAP assessment. It is a fully adaptive assessment tool that produces a measure of student growth and achievement. This information is used to personalize learning plans, create targeted instructional groupings, as needed, and be a consideration in determining placement. Focused on growth, this assessment is administered at various intervals (fall/winter and spring), providing an opportunity to track growth throughout the year.

PROGRESS REPORTS/GRADING
RWNHS fulfills the commitment to share ongoing progress with students and families through progress reports sent every five weeks. Teachers conduct parent conferences at the ten week reporting period to discuss their child’s progress with individual of grade level teams. All teachers are trained in methods for Standards-Referenced Grading, during Summer Teachers Conference and ongoing professional development sessions during the year. Student achievement is evaluated against State Standards and the Charter School’s stated outcomes and reflects student progress on a continuum toward mastery of the concepts and skills at each grade level.

USE AND REPORTING OF DATA
RWNHS uses a variety of assessment tools to provide a comprehensive picture of student growth and progress. The methods and procedures described above provide multiple measures of student work to provide a full picture of student achievement. To the greatest extent possible, assessments are closely connected to learning outcomes and instructional methods used in the classroom, so that they are a better reflection of student understanding and so that they are most useful in informing instruction.

COLLECTING, ANALYZING, AND UTILIZING DATA
RWNHS has developed systems to analyze and act upon student data. In content and grade level teams, teachers disaggregated data for student subgroups and develop intervention plans.
RWWNHS staff use all elements of the assessment system in an ongoing process to examine student performance and revise instructional practices to address student needs. Assessment findings are used to foster continuous improvement of the educational program. Staff continuously examine and adjust instructional practices to meet the changing needs of the Charter School’s student populations. Teachers are trained in using formal and informal assessment data to inform instruction throughout the year. Teachers routinely engage in data analysis, instructional planning, and teacher collaboration, usually in grade level teams. On an annual and ongoing basis, they use assessment data to identify gaps in each student’s learning and plan for how they will be addressed. Learning goals for individual students are both standards-based and relative to the Charter School’s student performance targets. Plans to assist students in meeting grade level standards are monitored and modified according to assessment data. RWWNHS also analyzes assessment data for trends, significant changes, seeming conflicts, and anomalies to track individual student growth over time, evaluate specific, aggregated, and disaggregated groups of students, measure performance on the state tests, CAASPP assessments and school-based growth data and authentic assessments to assess the whole school from year to year. Data analysis includes attendance rates and comparative data as appropriate.

**COMMUNICATION OF STUDENT ACHIEVEMENT DATA**

Parents, guardians, and other RWWNHS stakeholders are informed on a regular basis of student progress toward achieving the State Standards. Annually, the Charter School publishes a School Accountability Report Card (“SARC”) that is posted on the Charter School’s website and made available in the school lobby. The communication of student achievement data occurs formally throughout the year in the following manner:

- Teachers proactively communicate with families to inform families of students who struggle academically
- Five-Week Progress reports: Formal progress reports are sent home by the school each quarter, indicating current grades and progress updates.
- Conferences: Parents are involved in teacher conferences at the midpoint of each semester. These conferences are designed for the school to provide feedback to parents about the progress of their children, and to offer suggestions for how parents can meaningfully support students with their learning at home.
- Board updates: The School Committee is updated during frequent meetings by the Director of Schools, and principals. This provided transparency for board members, and the public at large relating to our progress.
ELEMENT 4. Governance Structure

**Governing Law:** The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Ed. Code Section 47605 (c)(5)(D).

**Non-Profit Public Benefit Corporation**
Russell Westbrook Why Not? High School is a directly funded independent charter school and is operated by LA Promise Fund, a nonprofit public benefit corporation.

The Charter School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as may be negotiated between the District and the Charter School. Pursuant to Education Code Section 47604(d), the District shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School, as long as the District has complied with all oversight responsibilities required by law.

As a nonprofit public benefit corporation, LA Promise Fund, and thereby RWWNHS, will be governed by a corporate Board of Directors (“Board” or “Board of Directors”) in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter. Ultimate responsibility for the governance of Russell Westbrook Why Not? High School will rest with LA Promise Fund’s Board of Directors.

RWWNHS shall ensure that, at all times throughout the term of the Charter, the bylaws of LA Promise Fund and its Board are and remain consistent with the provisions of this Charter. In the event that LA Promise Fund amends the bylaws, the Charter School shall provide a copy of the amended bylaws to CSO within 30 days of adoption.

RWWNHS will comply with the Brown Act and Education Code Section 47604.1(c). Members of RWWNHS’s board, any administrators, managers or employees, and any other committees of the Charter School shall comply with applicable federal and state laws.

Articles of Incorporation and Bylaws of the corporation, can be found in the appendices to the charter.

**LA Promise Fund Board of Directors**
Potential members of the LA Promise Fund Board of Directors are typically nominated by an existing board member. In order to be appointed, the nominee’s professional background, community involvement, and commitment to the LA Promise Fund mission is assessed by the Board.

LACBOE reserves the right to appoint a single representative to the charter school board pursuant to Education Code section 47604(c).

The Board of Directors is responsible for major strategic and policy decisions related to the Charter School and for ensuring Russell Westbrook Why Not? High School’s financial sustainability. The Board will also help ensure effective organizational planning by approving long-range goals and annual objectives, monitoring the general policies such as health and
safety, use and maintenance of facilities, financial condition and fundraising, and overseeing that school resources are managed effectively. To assure that these goals are carried out, the Board will delegate to its School Committee, to consist of at least three (3) members of the Board (appointed to the School Committee in accordance with the LA Promise Fund bylaws), all relevant powers and authority to manage and oversee Charter School operations and activities, including without limitation, as to financial and accounting matters, academic standards, legal requirements, insurance and general compliance with charter school petition requirements. Some examples of the School Committee involvement in ensuring the successful operation of the Charter School include:

- Approving the Charter School’s fiscal policies and procedures and delegates administration of the policies and procedures to the CEO
- Approving the Charter School’s annual financial audit
- Reviewing and approving the Charter School’s annual budget
- Reviewing annual and monthly financial statements.
- Approving the opening and closing of bank accounts and the list of authorized signers
- Approving all third-party loans and the opening of business credit cards.
- Approving inter-school borrowing
- Commissioning the annual financial audit by an independent third party auditor
- Participating in suspension and expulsion decisions as outlined in the Suspension and Expulsion Policy and Procedures
- Participating in employees’ Due Process when a grievance has been filed.
- Approving the LCAP

The Board and its School Committee expect that the goals specified here will be accomplished primarily through a Chief Executive Officer who would be appointed and reviewed by the Board.

All management powers not specifically designated to the Board and/or the School Committee are delegated to the Chief Executive Officer, who will answer directly to the Board. The Los Angeles County Board of Education representative appointed to the Board, if any, will facilitate communications and mutual understanding between Russell Westbrook Why Not? High School and LACOE.

The Board meets at minimum once every quarter. The School Committee will meet as often as necessary, but more frequently than once per calendar quarter and in accordance with Education Code Section 47604.1(c).

In accordance with Education Code Section 47604.1(f), any meetings of the LA Promise Fund Board and of the School Committee to discuss items related to the operation of the charter schools operated by LA Promise Fund shall not include the discussion of any item regarding an activity of the LA Promise Fund Board and the School Committee that is unrelated to the operation of the charter schools. Further, consistent with Education Code Section 47604.1(e), the LA Promise Fund Board and the School Committee shall comply with the Brown Act, the Public Records Act, and the Political Reform Act to the extent the LA Promise Fund Board and the School Committee engages in activities that are related to the charter schools operated by LA Promise Fund; such requirements shall not apply with regard to any activities unrelated to charter
schools operated by LA Promise Fund. LA Promise Fund shall also comply with Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1.

The LA Promise Fund Board shall be comprised of no less than seven (7) nor more than thirty (30) directors. The School Committee consists of 5 board members.

The current members of the School Committee are:

**Andrea Foggy-Paxton, Senior Director, Broad Center**
Andrea Foggy-Paxton supports career development of senior leaders in the Broad Center network. Andrea previously was executive vice president at Reasoning Mind, a nonprofit organization dedicated to providing first-rate math instruction for all students. She also has developed and managed innovative professional development, high-school transformation, college completion and personalized-learning grants for the Bill & Melinda Gates Foundation. Earlier in her career, she served in roles with Annie E. Casey Foundation, Tavis Smiley Foundation, L.A. Youth at Work, Rock the Vote and Freedom Schools. Andrea has a bachelor’s degree in political science from the University of California at Berkeley and a master’s degree in public administration from Baruch College in New York.

**Robin Kurtzman, Independent College Counselor/Volunteer**
Robin Kurtzman graduated from UCLA in 1983 with a Bachelor’s Degree in Mass Communications. She has 3 grown daughters who are 30, 27, and 22 and who all attended Oakwood School in North Hollywood. For the 20 years that her daughters attended Oakwood, Robin was involved in a variety of school activities like serving as a member of the Board of Trustees and its Development Committee, as well as serving as the volunteer President of the Parent Organization.

Once her eldest daughter began college, Robin went back to school through UCLA extension to obtain her credential in college counseling. She finished the program 10 years ago and worked for several years as an independent college counselor. A friend introduced Robin to LA Promise Fund, who began volunteering at West Adams Preparatory High School. Robin has worked there for the last 3 years, and now has a firm grasp of the students, school and how she best can support student college going. For example, this year Robin and Jamila has introduced a program for the most dedicated students educating them on the benefits of private schools and having them work on their Common Application earlier than in prior years with the hope that West Adams Prep High School will have more students applying to private institutions. Robin has also volunteered with College Match and the Posse Foundation and has helped to bring both of these organizations on to the West Adams Prep campus.

**Elizabeth Mann, Partner, Mayer Brown**
Elizabeth Mann is a partner in Mayer Brown's Los Angeles office. She has extensive experience litigating cases in several areas including entertainment, defamation, health care, antitrust, real estate, investment finance, environmental, regulatory and class actions. Ms. Mann has handled cases involving motion picture finance and screen credit issues, biologic marketing strategies, financial advisory services, fiduciary duty claims involving banks and trusts, government investigations, long-distance telephone services, toxic torts and RICO claims.
Ms. Mann's major clients include Amgen, American Specialty Health, Diageo North America, EON A.G., Extended Stay America, and Santa Fe Christian Schools.

Ms. Mann has had a long term commitment to serving Los Angeles' underprivileged children. Ms. Mann serves on the Board of Directors for LA Promise Fund. She spearheaded major litigation that established fair housing rights for low income families. She aided a number of Hurricane Katrina refugees who were transferred to Los Angeles in obtaining housing, health and education services. She is also very active in the Los Angeles legal community, serving as the Chair-Elect of the Executive Committee of the Litigation Section of the Los Angeles County Bar Association.

She received an undergraduate degree from Pomona College and a JD from the University of California - Los Angeles School of Law.

**Stephen Prough, Founder, Salem Partners and Salem Partners Wealth Management**

Mr. Prough is a Founder of Salem Partners and Salem Partners Wealth Management. In addition to his management responsibilities for Salem Partners' two main businesses, Mr. Prough oversees the firm's media and entertainment investment banking practice, focusing primarily on mergers and acquisitions advisory services. Mr. Prough serves on the investment committees of Salem Partners Wealth Management and SW Contego, a fund of hedge funds established by Salem Partners Wealth Management in 2008. Prior to founding Salem Partners, Mr. Prough was a Vice President in the Media and Communications Investment Banking Group of Furman Selz. Mr. Prough is a graduate of Harvard College, where he majored in Government and was a Harvard Scholar. Mr. Prough serves as the Co-Chair of the LA Promise Fund Board of Directors. Mr. Prough is also on the Professional Advisory Counsel of the Motion Picture and Television Fund.

**Jaime Uzeta, President, Public Allies**

Jaime Ernesto Uzeta became CEO of Public Allies after serving on the organization’s national board of directors.

Jaime has more than 20 years of experience working across sectors and empowering young people through media, technology, education, and public service. Most recently, Jaime was Vice President of Innovation and Partnerships at BUILD, a national nonprofit that uses entrepreneurship to teach Innovation Era skills to underserved students. His other roles in education have included heading up growth strategy and development for GreatSchools, the digital media group that helps parents unlock education opportunities for their children, and serving as portfolio director for the design firm IDEO.

In the media space, Jaime built Participant Media’s digital and TV social action teams, which informed and mobilized audiences around critical social issues. He played a similar role for MTV, where he co-developed the Emmy Award-winning Choose or Lose and Fight for Your Rights initiatives.

Beyond the media and education domains, Jaime’s experience includes political appointments within the White House and the Departments of Treasury and Commerce and various strategy and marketing roles for clients such as CNN and the Bill & Melinda Gates Foundation. He started his career as a field organizer at Rock the Vote.
Jaime currently serves on the Board of the LA Promise Fund. He graduated with honors from the University of Houston with a BA in political science and earned his MBA from Columbia University.

**LA Promise Fund Governance Structure**

**Business and Operations Management**
LA Promise Fund’s management team will be responsible for the material policy setting and decisions including the following: general policies of the Charter School; recommending and monitoring the Charter School’s annual budget; ensuring operation of the Charter School in accordance with the charter and the law; and hiring the Charter School's principal. The LA Promise Fund management team will meet on a regular basis to focus on key issues dealing with RWWNHS.

Some of the business and operational processes of RWWNHS may also be outsourced to a 501(c)(3) tax-exempt, California Nonprofit Public-Benefit Corporation or other provider (on arm’s length terms) that provides business and operations services. This enables school site staff to focus on instructional and curricular issues, while also allowing the LA Promise Fund management team to focus on strategic issues. The business services provided to RWWNHS may include assistance in fiscal planning, vendor management, accounts payable & receivables; providing attendance tracking systems; supporting completion and submission of compliance reports; monitoring adherence to applicable laws; and serving as a liaison with the County. The contracted organization will employ generally accepted accounting principles.

**School Principal**
The Principal is responsible for the daily administrative operation of the school and is accountable first to LA Promise Fund’s CEO and ultimately to the LA Promise Fund Board. Additionally, a Parent Advisory Committee (PAC) composed of a majority of parents of pupils and will include parents/guardians of ELs, low-income and Foster Youth will be established in order to provide suggestions and recommendations to the site Principal and/or to the LA Promise Fund Board on issues including, but not limited to, budgeting, curriculum, school policies, school/community participation, and the general direction of RWWNHS.

**Parent Advisory Committee**
LA Promise Fund is proud of its track record with parent engagement. Its successful Promise Parent College program has allowed LA Promise Fund to build strong ties with the parents of the youth it serves. This same rigor to parent engagement will be applied with establishing our Parent Advisory Committee. Parents will be seen as thought partners in ensuring the success of RWWNHS. The Parent Advisory Committee (PAC) to be comprised in accordance to Ed Code 52063(a) and 52062 (a), will serve as a medium for stakeholders to engage the Principal, staff and other parents.

The PAC will review and approve the school’s single plan for student achievement (if applicable), monitor its implementation throughout the year recommend it to the Board for approval, and in addition, provide numerous opportunities for students and parents to contribute to the school’s operations and growth. Also, the PAC may provide input on: LCAP, curricula and instructional strategies, staff professional development, the school budget, and parent
involvement. The PAC will meet regularly during the academic year. Ultimately, the goal is to ensure that there is two way communication between the school, parents and management.

Below is a diagram of the LA Promise Fund Governance Structure:

The above chart provides an overview of the day to day supervisory roles for the team. Nonetheless, the CEO – as the highest ranking officer – is ultimately responsible for overall guidance, managerial decisions and acting as the main point of contact between board members and the organization. Another key component to the success of the organization is the management team comprised of the Chief Academic Officer and/or Director of Schools, the Chief Operations Officer, the Director of Operations, the Associate Director of Operations, the Associate Director of Technology, the School 2 Home IT Support Technician, the Director of Finance, the Chief Program Officer, the Director of Parent and Community Outreach, the Associate Director of Parent Engagement, the Parent & Community Coordinator, the Student Recruitment Coordinators, the Director of College Access, and the Associate Director of College Access.

Below is a diagram of the LA Promise Fund Charter School Organizational Chart:
Although the above Charter School organizational chart represents a fully staffed school, a Principal may reorganize his or her staff and reporting structures as needed due to staffing levels, skill sets and or financial resources in order to ensure the maximum success of the Charter School.

Parental Involvement in Governance
Our Charter School’s goal is to create the strongest possible partnership between the Charter School to home connection in order to increase each student's academic achievement and success. Parents/caregivers are our most important partners as students begin their academic journey at LA Promise Charter Schools. We strongly believe that students will find greater levels of academic success when the home and school share similar values about learning, develop a positive relationship and work together to build a strong partnership.

To ensure the development of authentic and productive relationships with parents/caregivers, LA Promise Charter Schools offer a variety of opportunities for involvement in the students’ academic journey.

Engagement opportunities are offered throughout the academic year; providing all stakeholders the opportunity to learn and engage in high-quality family services and workshops offered by dedicated staff on campus and the LA Promise Fund network. The events are carefully planned to be informative and interactive, and are held during the week (morning and evening times) as well as on the weekends (as a result of our annual parent climate survey). Language translation is available during all events and available upon request for parent/caregiver’s school-based needs. LA Promise Charter Schools believes it is important to address the needs of the whole child and provides the following family wellness support services at least once during each semester:

Family Services include:
- Academic and family counseling services (in-house/referral)
- Weekly food pantry distribution
- Community resource outreach and referrals
  - Wellnest
  - El Nido
Parents may also serve on the Parent Advisory Committee and English Language Advisory Committee to provide feedback on the LCAP, EL Master Plan, and other areas of the school as applicable.

**Volunteer Program**
LAPCS shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child’s admission, continued enrollment, attendance, or participation in the school’s educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to LAPCS.

Any person interested in participating in the Charter School’s volunteer program must complete a volunteer application, which is reviewed by a Charter School administrator or their designee. All volunteers must:

- Complete and sign a volunteer application
- Megan’s Law clearance
- Tuberculosis test clearance (no more than two years old)
- Live Scan Fingerprinting required

Volunteer applicants need to be fingerprinted only once during their volunteer service. RWNHS adheres to the California State statutes pertaining to supervised volunteerism in public schools. Fingerprinting clearance by the FBI and the DOJ is required for the following persons:

- Persons providing direct instruction to students regardless of the number of hours engaged in such activity, even if supervised by a certificated employee
- Persons volunteering in any school for more than 16 hours per week, regardless of supervision
- Persons volunteering for less than 16 hours per week under general supervision and whose duties require significant contact with students, as determined by the school principal, including the following:
  - Playground assistants
  - Lunch supervision assistants
  - Safety Valet program assistants

No person may provide volunteer service until all necessary clearances are verified by the Charter School principal and the volunteer has submitted a signed copy of the application and volunteer commitment form.

**Parent Workshops**
Throughout the year, the Charter School will offer a variety of educational opportunities solely for the academic empowerment of parents/caregivers. Such opportunities may include classes on parenting, health/wellness, parent-to-student dialogue (open communication) and academic family nights (math/science and/or literacy).
Promise Parent College, a comprehensive workshop series composed of various topics is offered throughout the school year to empower, enhance and support the parent/guardian’s understanding of the educational system and school dynamics.

Course offerings include:
- The Importance of Parent Involvement
- Adolescent Development
- Socio-emotional Wellbeing
- Elementary-University transitions
- Internet Safety
- Academic Standards and Tests (e.g., CCSS/SBAC, NGSS/CAST, ELPAC)
- The Importance of Literacy
- School dynamics
- Road to College (four systems of high education and financial aid)

**Parent School Climate Survey**
The School Climate Survey is administered in the spring of each year. Participants provide valuable information to stakeholders about RWNHS’s instructional program, school culture, the school-to-home connection and provide a depiction of the school’s environment. Survey responses are used to inform the School Committee and Charter School administration and staff of school highlights and areas of improvement as we follow our continuous empowerment plan.
ELEMENT 5. Employee Qualifications

Governing Law: The qualifications to be met by individuals to be employed by the charter school. Ed. Code Section 47605 (c)(5)(E).

**Equal Employment Opportunity**

Russell Westbrook Why Not? High School acknowledges and agrees that all persons are entitled to equal employment opportunity. The Charter School shall not discriminate against applicants or employees on the basis of the characteristics listed in Education Code Section 220, and any other protected characteristics under all applicable state and federal laws and regulations.

Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the Charter School will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

**Personnel**

RWWNHS will maintain a professional staff that share in the educational philosophy of the Charter School and are committed to the education of all children. Regardless of their role in the Charter School, every person hired by RWWNHS will actively help to promote the mission, instructional program and the organizational core values.

**Teacher Qualifications**

In accordance with Education Code Sections 47605(l) and 47605.4(a), the Charter School shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher’s certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher’s certificated assignment. Copies of the necessary credential documents shall be maintained on file at the headquarters and shall be subject to periodic inspection by the County.

**Administrative Position Qualifications**

All administrative positions at the Charter School are required to have the requisite educational degree(s), applicable credential(s), and/or experience as outlined in each respective position’s qualifications and requirements. (See below for a detailed description of qualifications.)

**Instructional Support Position Qualifications**

All instructional support positions at the Charter School are required to have the requisite educational degree(s), applicable credential(s), if any, and/or experience as outlined in each respective position’s qualifications and requirements. (See below for a detailed description of qualifications.)

**Non-Instructional Support Position Qualifications**
All non-instructional support positions at the Charter School are required to have the requisite educational degree(s) and/or experience as outlined in each respective position’s qualifications and requirements. (See below for a detailed description of qualifications.)

**Hiring/Selection Process**
The key positions at RWNHS include but are not limited to, the principal, teachers, office personnel, certificated and non-certificated staff. RWNHS and/or LA Promise Fund will recruit through announcing openings and encouraging candidates at various locations, such as:
- Handshake website/University job sites (e.g., USC, LMU, Cal States, etc.)
- Edjoin website
- University recruitment fairs
- LA Promise Fund/RWNHS Website
- Word of mouth/inter office emails

Individuals that wish to apply for a position will be required to submit a resume and cover letter. RWNHS and/or LA Promise Fund will review all submissions and determine which candidates are best suited for open positions at the Charter School based on their qualifications. Candidates that are selected will go through an extensive interview process which may include, phone interviews, panel interviews, lesson/unit design, demonstration lessons, situational interviews and data analysis action plans. RWNHS and/or LA Promise Fund staff will conduct interviews with the candidates and notify each person of their status once a decision is made. Candidates that are offered employment will receive a written notice from RWNHS and/or LA Promise Fund. Compensation will be competitive and comparable to other school districts.

The Principal will be involved in the recruitment and selection of not only the credentialed staff but also the classified personnel.

All employees must furnish or be able to provide:
- Medical clearance that demonstrates proof of a tuberculosis (“TB”) risk assessment (or examination, if necessary)
- Fingerprinting and LiveScan from the Department of Justice for criminal record check.
- Documents establishing legal status
- Annually complete mandated reporting training on child abuse awareness and sexual harassment prevention

Employees’ job descriptions and work schedules will be reviewed and modified as necessary to meet the needs of the Charter School and its students.

**Employee Qualifications for Key Employees and Minimal Responsibilities**

<table>
<thead>
<tr>
<th>ROLE: Principal</th>
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<tr>
<td>MINIMAL RESPONSIBILITIES:</td>
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<tr>
<td>- Execute the mission and vision for RWNHS</td>
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<tr>
<td>- Execute all aspects of instructional leadership and school management</td>
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<tr>
<td>- Lead teachers in effective standards-based lesson planning, assessment, and grading</td>
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<tr>
<td>- Communicate effectively with all stakeholders through oral and written communication</td>
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<tr>
<td>- Recruit future students through engagement with current and prospective families</td>
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• Promote a positive school culture through implementation of PBIS and SEL initiatives
• Manage school budget and resources to impact student learning
• Define clear roles for school team to include performance expectations
• Increase academic achievement for all student groups through targeted intervention
• Coach teachers to improve pedagogy and produce robust and engaging lessons
• Recruit, retain, and support talented teachers and team members
• Lead teachers in data analysis and action planning
• Implement a plan to eliminate chronic absenteeism and monitor daily student attendance
• Systematize progress monitoring of student growth
• Develop and support initiatives for English Learners and recent immigrants
• Evaluate multiple data sources to determine program effectiveness and impact on student learning
• Collaborate with LACPMS instructional leaders to execute the LAPF high-performing schools’ model
• Design and lead professional learning for teachers
• Collaborate with content leads to increase teacher competencies
• Lead the planning and administration of internal/interim and state-wide assessments
• Confer with the special education team and SELPA to monitor compliance and services
• Provide meaningful family engagement and programming
• Support the implementation of Digital Media Arts Integration and Project-Based Learning
• Lead site efforts to implement a hybrid learning model for school re-opening post COVID, or continue the asynchronous distance learning policies as needed
• Other duties as assigned

MINIMUM QUALIFICATIONS:
• Minimum of ten years of successful full-time public school certificated service
• Minimum of five years of experience as a teacher in a K-12 public school program
• Minimum of three years of experience at a high school in a large urban city as a teacher, instructional coach, or school leader
• Required three years of service in an administrative or supervisory position utilizing an administrative credential, such as assistant principal or equivalent position
• Required valid California teaching credential requiring a Bachelor’s degree and a program of professional preparation, including student teaching
• Required BCLAD/CLAD Certification
• Required valid California Administrative Services Credential
• Required Master’s degree from an accredited college or university (or currently enrolled in one)
• Highly desired: strong track record with high Special Education and English Learner populations
• Preferred experience with start-up schools and charter networks
• Candidates must be CPR and First-Aid certified or willing to be certified during first month of employment
• Must clear a LiveScan criminal background check
• Must clear a TB Risk Assessment
• Must complete Mandated Reporter training

MINIMAL PERFORMANCE MEASURES:
• Ability to achieve educational outcomes as prescribed by the management team and/or Board
• Ability to complete minimal responsibilities as outlined in this description.
• Ability to manage fiscal responsibilities in accordance to set budget
WHO EVALUATES & HOW OFTEN:
- Chief Academic Officer or Designee
- Twice a year

ROLE: Assistant Principal

MINIMAL RESPONSIBILITIES:
- Collaborate with the Principal in establishing the Charter School’s mission and provides instructional leadership for the ultimate academic success of the Charter School
- Embody, advocate and operationalize the mission, vision and strategic direction of the Charter School
- Help create, monitor and sustain a school culture of academic rigor through clear expectations of students, families, faculty, and administrators
- Advocate on behalf of the students, families, and faculty in a way that is consistent with the mission of the Charter School
- Support the development of school systems and structures that will maximize student learning
- Evaluate academic achievement through detailed data analysis and present that information to faculty and administrators in an easily accessible format
- Maintain work hours extending beyond school hours for other professional duties or functions such as staff meetings, etc.

MINIMUM QUALIFICATIONS:
- Required minimum five years of successful full-time public school certificated service
- Required three years of experience as a teacher in a K-12 public school program
- Required two years of experience at a middle or senior high school in a large urban city
- Required one year of service in an administrative or supervisory position utilizing an administrative credential, such as assistant principal or equivalent position
- Required a valid California teaching credential requiring a Bachelor’s degree and a program of professional preparation, including student teaching
- Required a valid California Administrative Services Credential
- Required CLAD or BCLAD certification
- Preferred Master’s degree from an accredited college or university (or currently enrolled in one)
- Preferred Multicultural coursework
- Preferred PPS Credential
- Preferred experience with start-up schools and charter networks
- Strong background in operations and finance
- Candidates must be CPR and First-Aid certified or willing to be certified during first month of employment
- Must clear a LiveScan criminal background check
- Must clear a TB Risk Assessment
- Must complete Mandated Reporter training

MINIMAL PERFORMANCE MEASURES:
- Ability to achieve educational outcomes as prescribed by the Principal
- Ability to complete minimal responsibilities as outlined in this description

WHO EVALUATES & HOW OFTEN:
- Principal
- Twice a year

ROLE: Dean of Student Culture

MINIMAL RESPONSIBILITIES:
SCHOOL CULTURE:
• Supports a school culture consistent with the Charter School’s principles and mission
• Designs and implements programs that recognize, and reward students
• Implements school-wide initiatives, including advisory, community meetings, and celebrations that promote the culture and sustain the Charter School’s values
• Shapes and manages the physical environment to underscore the Charter School’s culture and aspirations, which includes but is not limited to daily supervision of school events, oversight of arrival, departure, breakfast, and lunch times for students
• Meets with students referred by teachers and collaborates to create student improvement plans pertaining to behavior or academics
• Ensure that the student behavior management efforts are restorative and that the implementation of student development programs and initiatives are done with fidelity to the process and at the highest level of quality with full support
• Ensures that consequences are fairly and consistently implemented throughout the Charter School
• Develop and coordinate the implementation of ongoing mechanisms to gather input from students, staff, parents, and other key stakeholders to advance student success and learning activities

TEACHER SUPPORT:
• Promote teacher growth and enhance program effectiveness in the areas of classroom management, organization, and incorporation techniques adopted by the school
• Serve as a resource to teachers on issues of school culture, classroom management, discipline, and relationships with students
• Coaches staff in holding all students to high and consistent behavioral expectations
• Serve as coordinator in the Charter School’s student engagement and development strategies to ensure that staff are working together to build a positive school climate and culture
• Support teachers in establishing essential classroom elements
• Interventions and social-emotional supports for students

STUDENT DEVELOPMENT:
• Develop and manage a schedule of student-centered programs and activities that help to build community, engage students in fun educational activities and experiences that create school traditions and celebrations to edify the school culture and core values as well as support academic success
• Builds a support network for students that includes development of a programs to engage high school learners
• Other duties as assigned

MINIMUM QUALIFICATIONS:
• Required minimum five years of successful full-time public school certificated service
• Required three years of experience as a teacher in a K-12 public school program
• Required two years of experience at a middle or senior high school in a large urban city
• Preferred one year of service in an out of classroom or supervisory position
• Required a valid California teaching credential
• Preferred a valid California Administrative Services Credential
• Preferred Master’s degree from an accredited college or university (or currently enrolled in one)
• Preferred Multicultural coursework
• Preferred experience with start-up schools and charter networks
Experience working with Restorative Practices
Must clear a LiveScan criminal background check
Must clear a TB Risk Assessment
Must complete Mandated Reporter training

MINIMAL PERFORMANCE MEASURES:
• Ability to achieve educational outcomes as prescribed by the Principal
• Ability to complete minimal responsibilities as outlined in this description.

WHO EVALUATES & HOW OFTEN:
• Principal
• Twice a year

ROLE: School Business Operations Manager

MINIMAL RESPONSIBILITIES:
• Oversee the overall management of the Charter School office
• Directly supervise the parent coordinator and office assistant
• Work with the back office provider, to process payroll and other accounting matters
• Purchase items needed for the Charter School in conjunction with the principal
• Assist the principal in managing and tracking the office supply budget and department budgets
• Collect money and prepare deposit slips weekly
• Process staff reimbursement forms
• Oversee substitute teacher ordering and tracking
• Track inventory, such as uniforms, textbooks, LCD projectors, etc.
• Ensure compliance with attendance taking procedures
• Set up school calendar and bell schedule in student information system
• Assist in attendance intervention process
• Liaise with bus company for regular and field trip transportation
• Manage student enrollment process and data collection
• Collect and process teacher work order requests for facilities related problems (ex. Light replacement, graffiti removal, etc.)
• Ensure document retention of required sign-in sheets, agendas, etc. for federal revenue compliance
• Assist with preparation of all school events, such as back to school night, parent conferences, etc.
• Provide first aid to students when necessary
• Liaison between the Charter School and all school vendors/partners
• Manage school meals and student application compliance
• Assist principal and Director of Operations with school compliance (e.g., signage, binders, contracts, etc.)
• Assist principal in making sure all school departments have essentials to efficiently perform (e.g., SPED, Parent Department, Counselors, Teachers, After school Provider, etc.)
• Assist principal with other tasks or special projects as needed

MINIMUM QUALIFICATIONS:
• Commitment to LA Promise Fund’s and Charter School’s mission and vision
• Strong ability to lead, manage and develop staff
• Extremely organized and able to prioritize tasks/projects for self and team members
• Excellent interpersonal and communication skills (written and oral)
• Proficient in MS Word, PowerPoint and Outlook; comfortable learning new computer programs
• Ability to multi-task and perform well under pressure
• Ability to work effectively and collaboratively in a “start-up” environment
- Ability to complete tasks and projects effectively and on-time
- Ability to exercise discretion in the dissemination of information
- High level of personal responsibility and drive toward ambitious goals
- Ability to maintain a positive “can-do” attitude at all times
- Commitment to customer service
- Bachelor’s degree preferred
- Spanish-speaking preferred
- Minimum of 2 years’ experience in an office administrative capacity; prior experience managing staff preferred
- Experience working in a school setting or non-profit preferred
- Candidates must be CPR and First-Aid certified or willing to be certified during first month of employment
- Must clear a LiveScan criminal background check
- Must clear a TB Risk Assessment
- Must complete Mandated Reporter training

**MINIMAL PERFORMANCE MEASURES:**
- Evaluations will be based upon adequate completion of assigned job duties, achievement of yearly goals and regular & punctual attendance as determined by the school site administrative team.

**WHO EVALUATES & HOW OFTEN:**
- Principal
- Twice a year

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**ROLE: Office Coordinator**

**MINIMAL RESPONSIBILITIES:**
- Assist with the overall management of the school office
- Oversee substitute teacher ordering and tracking
- Track inventory, such as uniforms, textbooks, technology equipment, etc.
- Ensure compliance with attendance taking procedures
- Review and verify all attendance information; clear and post absences
- Notify parents and/or guardians of student absences for the purpose of maintaining accurate attendance reports.
- Maintain positive communication between parents and the Charter School
- Assist in the tardy admit process
- Assist in attendance intervention and SART process
- Support PBIS incentives and Kickboard
- Support oversight of cumulative records (Files, requesting and sending)
- Liaise with bus company for regular and field trip transportation
- Support the student enrollment process and data collection
- Support in Finance compliance
- Ensure document retention of required sign-in sheets, agendas, etc. for federal revenue compliance
- Assist with preparation of school events, such as back to school night, parent conferences, etc.
- Provide first aid to students when necessary
- Provide supervision and support during student meal breaks
- Assist principal and SBOM with other duties or special projects as needed
MINIMUM QUALIFICATIONS:
- Commitment to LA Promise Fund mission and vision
- Strong ability to lead, manage and develop staff
- Extremely organized and able to prioritize tasks/projects for self and team members
- Excellent interpersonal and communication skills (written and oral)
- Proficient in MS Word, PowerPoint and Outlook; comfortable learning new computer programs
- Ability to multi-task and perform well under pressure
- Ability to work effectively and collaboratively in a “start-up” environment
- Ability to complete tasks and projects effectively and on-time
- Ability to exercise discretion in the dissemination of information
- High level of personal responsibility and drive toward ambitious goals
- Ability to maintain a positive “can-do” attitude at all times
- Commitment to customer service
- Bachelor's degree preferred
- Spanish-speaking preferred
- Minimum of 2 years’ experience in an office administrative capacity; prior experience managing staff preferred
- Experience working in a school setting or non-profit preferred
- Candidates must be CPR and First-Aid certified or willing to be certified during first month of employment
- Must clear a LiveScan criminal background check
- Must clear a TB Risk Assessment
- Must complete Mandated Reporter training

MINIMAL PERFORMANCE MEASURES:
- Evaluations will be based upon adequate completion of assigned job
- Duties, achievement of yearly goals and regular & punctual attendance as determined by the school site administrative team.

WHO EVALUATES & HOW OFTEN:
- Principal
- Twice a year

ROLE: Campus Aide/School Culture Aide

MINIMAL RESPONSIBILITIES:
Under the supervision of the Principal, the ideal candidate will ensure student safety by performing the following duties:

- Monitor individual and/or groups of students in a variety of settings (e.g. restrooms, playgrounds, hallways, bus loading zones, cafeteria, assemblies, field trips, etc.) for the purpose of maintaining a safe and positive learning environment
- Report all threats to health and safety, and incidents of misbehavior to the proper school authority
- Ensure that school property is secure and locked when appropriate
- Respond to all alarms, security situations, breaches, maintenance problems, and fire and building hazards. Documents all events previously listed
- Respond to emergency situations (e.g. injured students, fights, etc.) for the purpose of resolving immediate safety concerns and/or directing to appropriate personnel for resolution
- May direct students and others and take action, as necessary, to prevent injury to persons or damage to property
- May work with groups authorized to be on the campus before and after school and keep the campus free of unauthorized persons
- May assist school administrators in contacting parents regarding students with behavioral problems and in discussing campus security with parent and community groups
- Support a school culture consistent with the Charter School’s principles and mission
- May assist a certificated employee in supervising students during field trips and special events
- Provide safety escorts for student, staff, faculty and guests when requested
- Direct campus visitors to the appropriate parties and prevents unlawful loitering
- May assist a certificated employee in counseling individual students or groups of students or in assisting student clubs
- May deliver, set up, lay out, or collect equipment and other materials
- Assist local law enforcement and other emergency response staff as requested
- Complete all documentation, reports, and logs as established by school site personnel
- Model conversation, manners, clean-up activities, listening, and everyday interactions for the purpose of demonstrating appropriate social behavior in a culturally sensitive manner
- Attend meetings and in-service presentations as assigned for the purpose of acquiring and/or conveying information relative to job functions
- Maintain confidentiality regarding all aspects of his/her work with children and other staff
- Assist with minor discipline issues
- Other duties as assigned

**MINIMUM QUALIFICATIONS:**

**Commitment to LA Promise Fund mission and vision**

**Education and Experience**
- High School Diploma required; Bachelor’s degree preferred
- Strong organizational skills with the ability to create and maintain accurate records
- Demonstrated success working with students from educationally underserved areas.

**Knowledge, Skills and Abilities**
- Exceptional relationship building skills and the ability to communicate clearly to multiple stakeholders
- A strong belief that all students can succeed
- A do-whatever-it-takes attitude including a willingness to work occasionally on the weekend or in the evening
- Passionate about improving public education to help all children reach their dreams
- An exceptional ability to respond well to feedback and implement it immediately
- A strong ethical base and self-awareness
• Knowledge of safety rules and procedures to be observed by students
• Ability to supervise and direct students in a friendly, unemotional manner
• Knowledge of adolescent development and problems
• Vocabulary and usage of terms common to youth in the area served by the Charter School
• React quickly and appropriately in emergencies
• Operate two-way radio equipment
• Knowledge of controlled substances and their effect upon behavior
• Knowledge of customs and activities indicative of undesirable youth groups
• Knowledge of principles of organization and administration including procedures, systems and equipment
• Knowledge of and competency with MS Office products such as MS Word, Excel and Outlook
• Ability to interpret and enforce rules and regulations according to varying situations
• Ability to write complete and concise reports
• Ability to handle a variety of tasks and set priorities among them for timely completion
• Ability to perform well under pressure
• Ability to resolve matters with discretion and diplomacy
• Ability to exercise discretion in the dissemination of information
• School security experience is preferred but relevant experience in these other fields of security may be considered: government security, industrial security, military, or law enforcement
• Bilingual Spanish preferred
• Hold current CPR & First Aid Certification or willing to complete course within first 30 days of employment
• Must clear a LiveScan criminal background check
• Must clear a TB Risk Assessment
• Must complete Mandated Reporter training

MINIMAL PERFORMANCE MEASURES:
• Evaluations will be based upon adequate completion of assigned job duties, achievement of yearly goals and regular & punctual attendance as determined by the school site administrative team.

WHO EVALUATES & HOW OFTEN:
• Principal
• Twice a year

ROLE: Instructional Aide

MINIMAL RESPONSIBILITIES:
Under the supervision of school leaders and the classroom teacher, the ideal candidate will drive student outcomes in the following ways:

• Support English Learners with additional support with vocabulary development to increase academic language.
• Adapt classroom activities, assignments and/or materials under the direction of the classroom teacher for the purpose of supporting and reinforcing classroom learning objectives.
• Implement, under the supervision of a certificated teacher, instructional programs and lesson plans (e.g. reading, math, language comprehension, writing, computer, etc.) for the purpose of presenting and/or reinforcing learning concepts.

• Maintain classroom equipment and work area for the purpose of ensuring availability of a safe learning environment and/or meeting mandated requirements.

• Monitor individual and/or groups of students in a variety of settings (e.g., restrooms, playgrounds, hallways, bus loading zones, cafeteria, assemblies, field trips, etc.) for the purpose of maintaining a safe and positive learning environment.

• Promote good study habits and student independence for the purpose of improving the quality of student outcomes.

• Provide, under the supervision of a certificated teacher, instruction to students in a variety of individual and group activities (e.g., self-esteem, behavioral skills, daily living skills, etc.) for the purpose of implementing goals for remediation of student deficiencies and ensuring student’s success.

• Model conversation, manners, clean-up activities, listening, and everyday interactions for the purpose of demonstrating appropriate social behavior in a culturally sensitive manner.

• Respond to emergency situations (e.g., injured students, fights, etc.) for the purpose of resolving immediate safety concerns and/or directing to appropriate personnel for resolution.

• Administer tests, homework assignments, make-up work, etc. for the purpose of supporting teachers in the classroom.

• Attend meetings and in-service presentations as assigned for the purpose of acquiring and/or conveying information relative to job functions.

• Perform other related duties as assigned for the purpose of ensuring the efficient and effective instruction.

• Maintain confidentiality regarding all aspects of his/her work with children and other staff

• Other duties as assigned

**MINIMUM QUALIFICATIONS:**

- High School Diploma required; Bachelor’s degree preferred
- Completion of 60 semester units or 90 quarter units from a recognized college or university required
- Knowledge of special education assessments
- Strong organizational skills with the ability to create and maintain accurate records
- Demonstrated success working with students from educationally underserved areas.
- Proven success in assisting with the implementation of high-quality instruction that led to the improvement of student achievement in an urban school
- 1-2 years’ experience as an Instructional Aide

**Knowledge, Skills and Abilities**

- Exceptional relationship building skills and the ability to communicate clearly to multiple stakeholders
- Ability to translate all necessary documentation in an understandable format on Special Education forms and files
- A strong belief that all students can succeed
- A do-whatever-it takes attitude including a willingness to work occasionally on the weekend or in the evening
- Passionate about improving public education to help all children reach their dreams
- An exceptional ability to respond well to feedback and implement it immediately
- A strong ethical base and self-awareness
- Bilingual Spanish preferred
- Must clear a LiveScan criminal background check
- Must clear a TB Risk Assessment
- Must complete Mandated Reporter training

**MINIMAL PERFORMANCE MEASURES:**
- Evaluations will be based upon adequate completion of assigned job duties, achievement of yearly goals and regular & punctual attendance as determined by the school site administrative team.

**WHO EVALUATES & HOW OFTEN:**
- Principal
- Twice a year

**ROLE: Counselor**

**MINIMAL RESPONSIBILITIES:**
- Promote student development and achievement in addition to advocating and leading in advancing the concerns of students while representing the mission and core values of the organization.
- Facilitate transitions and counsel students toward the realization of their full potential.
- Develop, collect, analyze and interpret data to determine student’s best educational options and support a cycle of continuous improvement.
- Organize and integrate the pre-college guidance and counseling component into the school, with activities such as developing a visible, year-round college awareness campaign, including collateral, slogans, and the promotion of events and activities and also promoting A–G awareness not only among students but also families.
- Recognize, appreciate, and serve cultural differences and the special needs of students and families.
- Demonstration of appropriate ethical behavior and professional conduct in the fulfillment of the role and responsibilities to promote a culture of growth and collaboration.
- Collaborate with the Principal in establishing the school’s mission and provide leadership for the ultimate academic success of the school.
- Maintain work hours extending beyond school hours for other professional duties or functions such as staff meetings, etc.

**MINIMUM QUALIFICATIONS:**
- Demonstration of exemplary counseling and communication skills.
- Bachelor’s Degree; Master’s degree or higher preferred but not required. PPS credential required.
- Experience counseling in an urban school district with students of diverse backgrounds and socioeconomic statuses preferred.
- Experience with project management highly desired.
- Must clear a LiveScan criminal background check.
- Must clear a TB Risk Assessment.
- Must complete Mandated Reporter training.

**MINIMAL PERFORMANCE MEASURES:**
- Ability to achieve educational outcomes as prescribed by the Principal.
- Ability to complete minimal responsibilities as outlined in this description.
### WHO EVALUATES & HOW OFTEN:
- Principal
- Twice a year

### ROLE: Social Worker

### MINIMAL RESPONSIBILITIES:
- Counsel students with personal and psychological issues that affect their performance, behavior, and socialization in school
- Provide counseling sessions, treatment plans, or workshops as necessary and establishing prevention programs and intervention plans
- Communicate with students to determine the areas in which they may need assistance or counseling
- Assist teachers and administrators with behavioral and attitude issues by communicating with students to find the causes of their distress
- Provide information, when appropriate, to outside support services to help students with economic, emotional, or physical issues
- Assist at-risk students or students with disabilities
- Communicate with parents, teachers, and administrators to understand students' challenges
- Maintain case files and reports to track students' progress and problems
- Help students and families suffering from abuse, violence, hunger, or homelessness to access resources like shelters, food banks, and medical care
- Maintain confidentiality regarding all aspects of their work with children and other staff
- Other duties as assigned

### MINIMUM QUALIFICATIONS:
- A Bachelor's or Master's degree in Social Work
- One of the following California credentials or combination of credentials authorizing K-12 service:
  - General Pupil Personnel Services Credential
  - Service Credential with a specialization in pupil personnel services
  - Licensed or Associate Clinical Social Worker
- Experience in crisis prevention and intervention preferred
- Demonstrated success working with students from educationally underserved areas.
- Exceptional relationship-building skills and the ability to communicate clearly to multiple stakeholders
- Ability to translate all necessary documentation in an understandable format on Special Education forms and files
- A strong belief that all students can succeed
- An exceptional ability to respond well to feedback and implement it immediately
- A strong ethical base and self-awareness
- Passionate about improving public education to help all children reach their dreams
- Knowledge of the growth and development of children and adolescents, learning theory, and mental health concepts
- Sensitivity to, and understanding of, the unique differences and needs of disabled students and their parents
- Knowledge of uses and limitations of standardized individual and group tests, and semi-projective devices
- Compassion and empathy for patients and students
- Professionalism and discretion
- Good relationships with relevant social services
- Strong organizational skills with the ability to create and maintain accurate records
- Bilingual Spanish preferred
- Commitment to LA Promise Fund mission and values
- Must clear a LiveScan criminal background check
- Must clear a TB Risk Assessment
- Must complete Mandated Reporter training

**MINIMAL PERFORMANCE MEASURES:**
- Ability to achieve educational outcomes as prescribed by the Principal
- Ability to complete minimal responsibilities as outlined in this description.

**WHO EVALUATES & HOW OFTEN:**
- Principal
- Twice a year

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**ROLE: School Psychologist**

**MINIMAL RESPONSIBILITIES:**
- Conduct psychological assessments and develop case studies of individual students to determine educational needs, learning characteristics, and social behavior relevant to educational placement and instructional planning; files such case studies in compliance with established policies and procedures.
- Interpret the findings of individual studies to principals, teachers, parents, students, and others directly concerned with the welfare of students.
- Conduct parent counseling to aid parental understanding of student’s program placement and reasonable expectations.
- Review student records, organize information, and determine appropriate assessment battery.
- Observe students; assess, evaluate, analyze, diagnose, and write psychological reports.
- Assist with special education testing, including initial, annuals and triennials.
- Assess students’ cognitive ability, social-emotional development, adaptive behavior, and language development, academic achievement, learning potential, cognitive ability and social needs.
- Facilitate training on interventions for use in the Response to Instruction and Intervention (RtI2) approach to education, targeted literacy, student progress monitoring, and data analysis.
- Participate in the process required by federal, state, and local regulation for the identification, placement, and review/re-evaluation of students with special needs; participates in and may act as chairperson for such groups as the school-site Individualized Educational Program Team (Special Education) and Student Study Team (General Education).
- Assist in developing a written individual educational plan for students who are eligible for special education placement and/or service; assist in developing recommendations regarding eligibility, program placement, and affective or cognitive experiences for the Gifted/Talented Program.
- Assist in developing behavioral objectives for individual students and special class groups; suggests implementation strategies as appropriate; confer with teachers and parents regarding strategies for the solution or amelioration of individual learning or adjustment problems of students.
- Counsel students individually and in groups to assist them in educational achievement and personal or social adjustment.
- Assist with the organization of, and serves as a leader in, staff development activities in the field of psychological services and behavioral support systems.
- Serve as liaison to community agencies, and private professional persons on matters related to student placement and adjustment.
- Provide psychological counseling to students, staff, and parents in crisis situations and serves as a member of the school crisis team.
- Consult with parents, teachers, and other staff regarding any accommodations or modifications needed for a specific child
- Maintain appropriate data on students, including present levels of performance and intervention strategies; submit records, reports, and assignments promptly and efficiently
- Establish and monitor necessary caseloads, working with other Charter School staff to plan assessments and meetings
- Make recommendations to IEP teams for educationally related mental health counseling services.
- Meet with struggling students (including general ed) to set goals and recommend strategies for improved academic success.
- Conduct classroom observations of students in order to help determine needs and/or to help with positive behavior support and/or behavior modification.
- Provide continuum of counseling interventions for students enrolled in general and special education
- Conduct counseling in group settings- groups may focus on social skills development
- Other duties as assigned

**MINIMUM QUALIFICATIONS:**
- MA/MS degree in Educational Psychology or related field.
- One of the following California credentials or combination of credentials authorizing K-12 service:
  - General Pupil Personnel Services Credential authorizing service as a school psychologist and school counselor
  - Service Credential with a specialization in pupil personnel services designating service as a school psychologist
  - School Psychologist Credential
- Licensed Psychologist
- Experience running group sessions
- Knowledge, Skills and Abilities
  - Exceptional relationship building skills and the ability to communicate clearly to multiple stakeholders
  - Ability to translate all necessary documentation in an understandable format on Special Education forms and files
  - A strong belief that all students can succeed
  - A do-whatever-it takes attitude including a willingness to work occasionally on the weekend or in the evening
  - Passionate about improving public education to help all children reach their dreams
  - An exceptional ability to respond well to feedback and implement it immediately
  - A strong ethical base and self-awareness
  - Bilingual Spanish preferred
  - Knowledge of the growth and development of children and adolescents, learning theory, and mental health concepts.
  - Sensitivity to, and understanding of, the unique differences and needs of disabled students and their parents.
  - Knowledge of uses and limitations of standardized individual and group tests, and semi-projective devices.
  - Understanding of the relationship between the total education program as well as counseling and psychological services.
  - Strong organizational skills with the ability to create and maintain accurate records
- Experience in crisis prevention and intervention preferred
- Demonstrated success working with students from educationally underserved areas.
• Must clear a LiveScan criminal background check
• Must clear a TB Risk Assessment
• Must complete Mandated Reporter training

**MINIMAL PERFORMANCE MEASURES:**
• Ability to achieve outcomes as prescribed by the Director of Schools
• Ability to complete minimal responsibilities as outlined in this description.

**WHO EVALUATES & HOW OFTEN:**
• Director of Schools
• Twice a year

**ROLE: Teachers**

**MINIMAL RESPONSIBILITIES:**
• Aligning planning to the State Standards and student assessment data
• Using data-driven techniques to set ambitious goals for scholars
• Maintaining consistent communications with families regarding student progress
• Holding weekly office hours after school
• Build positive and trusting relationships with students, families, and community members, and support parent engagement in student success
• Maintain strong classroom and school culture by:
  o Clearly and consistently communicating and upholding school rules, values, and expectations in and out of the classroom
  o Setting an urgent, respectful, and positive tone in the classroom
  o Displaying extraordinary time management to maximize student learning
  o Building relationships with students that communicate the importance of college success and your belief that they will succeed
  o Building a collaborative, respectful advisory classroom community
  o Taking on responsibilities outside of their content area instruction such as advisory, lunch duty, enrichment classes, and after school activities
• Work with other teachers and administrators to address and resolve student issues
• Attend professional meetings, educational conferences, and teacher training workshops to maintain and improve professional competence. Attend staff meetings, and serve on committees as required
• Plan a rigorous curriculum and deliver strong instruction by:
  o Demonstrating solid knowledge and understanding of the content matter
  o Using a multitude of instructional strategies that are academically rigorous and highly engaging
  o Executing detailed lesson plans mapped to specific Common Core standards
  o Taking responsibility for student progress; constantly working to respond to students’ needs
  o Differentiating learning and provide necessary accommodations and modifications for growth and success of all students
  o Ensuring that students will be capable of writing persuasive, and expository essays as well as meaningful biographies
• Special projects and duties outside of primary teaching responsibility as assigned

**MINIMUM QUALIFICATIONS:**
• Bachelor’s degree required; advance degree in subject area preferred
• Possession of a valid internship, preliminary, or clear California Single Subject, Multiple Subject or Education Specialist teaching credential required for the teacher’s certificated assignment*
  o Possession of valid permit as allowed by the California Commission on Teacher Credentialing
• Demonstrated success working with students from educationally underserved areas
• Proven success implementing high-quality instruction that led to the improvement of student achievement in an urban school
• Knowledge, Skills and Abilities
  o Excellent verbal and written communication skills a must
  o Exceptional relationship building skills and the ability to communicate clearly to multiple stakeholders
  o Extremely strong classroom management abilities
  o A strong belief that all students can succeed
  o A do-whatever-it-takes attitude including a willingness to work occasionally on the weekend or in the evening
  o Passionate about improving public education to help all children reach their dreams
  o An exceptional ability to respond well to feedback and implement it immediately
  o A strong ethical base and self-awareness
  o Bilingual Spanish preferred
• Must clear a LiveScan criminal background check
• Must clear a TB Risk Assessment
• Must complete Mandated Reporter training

*Any teacher currently employed by a charter school without a credential prior to July 1, 2020 has until June 30, 2025 to obtain a credential in accordance with Education Code Section 47605.4(a).

MINIMAL PERFORMANCE MEASURES:
• Ability to achieve educational outcomes as prescribed by the Principal
• Ability to complete minimal responsibilities as outlined in this description

WHO EVALUATES & HOW OFTEN:
• Principal
• Twice a year

ROLE: President/Chief Executive Officer
MINIMAL RESPONSIBILITIES:
• Serve as primary external face of the organization, representing LA Promise Fund among policy makers, thought leaders, community groups, corporate audiences, foundations, donors, and the media, ensuring the organization is well known, deeply respected and responsive
• Conceptualize innovative strategies for working in a bipartisan and non-partisan way with lawmakers and leaders across the state
• Cultivate and manage relationships with high-level, high impact partners and target partners, building a base of grassroots support and a network of champions for the work of the organization
• Collaborate with the organization’s Board and senior leadership to set vision and strategy, developing annual operating plans that support LA Promise Fund’s strategic goals and objectives
• Oversee fundraising planning and implementation, generating a revenue base that ensures the ongoing financial sustainability of the organization
• Coach and manage senior leadership team and drive organizational effectiveness, while developing future leadership within the organization
• Give direction and leadership toward the achievement of the organization's philosophy, mission, strategy, and its annual goals and objectives
• Driving organizational culture change and instilling a relentless focus on student achievement, operational efficiency and excellence
• Partnering with other high performing schools and education organizations to share and promote best practices
MINIMUM QUALIFICATIONS:

- Demonstrated success leading and managing an education reform agenda, successfully meeting or exceeding mission targets, achieving ambitious goals and driving significant policy change results
- Ability to bring targeted stakeholders together through the leverage of relevant networks, contacts and communication skills
- Facilitative and collaborative work style, with the ability to build bridges across divergent and competing interests, successfully driving consensus
- Demonstrated success leading and managing a high-impact, fast growth national organization in the public, nonprofit, or private sector as a C-level team member.
- Successful management of campaigns, mobilization, and/or outreach, ideally on a national stage
- Track record of successfully meeting or exceeding organizational targets, achieving ambitious goals and driving significant impact
- Experience with project management highly desired
- Exceptional organization management skills, with the ability to work hands-on to develop and execute a variety of activities ranging from the highly creative, external and visible to the operational and day-to-day; this person will be organized, strategic, financially aware and politically astute, with the wisdom to develop and maintain a sense of team spirit and common purpose; ability to oversee and excel at a wide range of areas of responsibility (research, government affairs, development, communications, and HR/operations)
- Bachelor’s Degree; Master’s degree or higher preferred
- Must clear a LiveScan criminal background check
- Must clear a TB Risk Assessment
- Must complete Mandated Reporter training

MINIMAL PERFORMANCE MEASURES:

- Ability to achieve educational and organization outcomes as prescribed by the LA Promise Fund Board of Directors
- Ability to attract, grow and lead premier team that achieves desired results
- Ability to raise funds to sustain and grow the organization
- Ability to complete minimal responsibilities as outlined in this description

WHO EVALUATES & HOW OFTEN:

- LA Promise Fund Board of Directors
- Once a year

ROLE: Chief Operations Officer

MINIMAL RESPONSIBILITIES:

- Develop monthly financial reports for the organization and each department
- Develop and manage short and long term financial and operational goals and cash flow to ensure sound organizational operations, growth and financial transparency
- Develop budgets and financial reports for funders
- Interact with board of directors, contractors, and auditors on financial matters
- Establish and maintain a solid financial model for the organization’s operation
- Manage an effective human resource system for LA Promise Fund
- Coordinate professional growth of LA Promise Fund team members
- Review and oversee the implementation an effective annual evaluation process for LA Promise Fund team members
- Oversee department’s efforts to support efficient school site HR
• Foster a healthy, safe, clean LA Promise Fund facility that supports team members’ productivity and well-being
• Ensure that operational systems preserve and grow a healthy and efficient LA Promise Fund culture, propel it towards its mission, and ensure corporate integrity
• Oversee each department’s efforts related to the charter schools’ effective operational systems and day-to-day management to ensure that the charter schools operate according to all procedures and laws, that they are healthy, modern, functional, and safe campuses, and that they operate at maximum efficiency

MINIMUM QUALIFICATIONS:
• The successful candidate will have a minimum of five years’ experience in the non-profit or educational sector, experience working with schools in an underserved community, and a commitment to developing our organization's position as a vital community asset
• A proven track record of exceeding goals and a bottom-line orientation; evidence of the ability to consistently make good decisions through a combination of analysis and expertise; high level of business acumen including successful profit and loss management; the ability to balance the delivery of programs against the realities of a budget; and problem solving, project management, and creative resourcefulness
• BA/BS required; MBA, CPA and/or similar advanced degree required
• Strong finance skills, preparing monthly financial statements, forecasting and budget development
• Strategic Vision and Agility—ability to think strategically, anticipate future consequences and trends, and incorporate them into the organizational plan
• Capacity Building—ability to effectively build organization and staff capacity, developing a top-notch workforce and the processes that ensure the organization runs smoothly
• Leadership and Organization—exceptional capacity for managing and leading people; a team builder who has experience in scaling up organizations; ability to connect staff both on an individual level and in large groups; capacity to enforce accountability, develop and empower top-notch leaders from the bottom up, lead from the top down, cultivate entrepreneurship, and learn the strengths and weaknesses of the team so as to put people in a position to succeed
• Knowledge of state laws governing the operation of schools specifically those impacting Human Resources
• A strong collaborator, good listener and strategist; comfortable receiving input from many sources, and able to analyze and formulate disparate information into a sound, well-organized plan that is successfully executed
• General Management—thorough understanding of finance, systems, and HR; broad experience with the full range of business functions and systems, including strategic development and planning, budgeting, business analysis, finance, information systems, human resources, and marketing
• Entrepreneurial - a hard worker with a high energy level, an action-oriented individual who excels in an unstructured environment
• Must clear a LiveScan criminal background check
• Must clear a TB Risk Assessment
• Must complete Mandated Reporter training

MINIMAL PERFORMANCE MEASURES:
• Ability to achieve outcomes as prescribed by the Chief Executive Officer
• Ensure the organization stays within budget and fiscally solvent by working with Board and staff
• Ensure organization has smooth and effective operations
• Ability to complete minimal responsibilities as outlined in this description

WHO EVALUATES & HOW OFTEN:
• Chief Executive Officer
Twice a year

**ROLE: Chief Academic Officer/Director of Schools**

**MINIMAL RESPONSIBILITIES:**

- Cultivate a shared vision and culture of high expectations, accountability and innovation across the network and within each school that moves all stakeholders toward outstanding educational opportunities and outcomes for every student.
- Maintain the high quality leadership characteristic of LA Promise Fund charter schools’ Principals.
- Supervise, inspire, challenge, align, and develop Academic Team members by demonstrating best practices and providing high-quality instructional leadership, constructive evaluations, coaching and mentorship.
- Develop academic goals and objectives in the areas of curriculum, professional development and assessment. Ensure goals are aligned to resources, are measurable for accountability and regular reports, and are pursued through research-based best strategies for success.
- Ensure charter schools provide all students high quality instruction and supports so that all students are prepared for college and career.
- Guide school leaders and the Academic Team in the development of school curriculum, facilitate collaboration among school sites, and supervise the work of curriculum consultants and team members.
- Provide charter schools’ leaders the tools, support and training they need to refine and articulate the overall and content-specific instructional strategies for their charter schools, including attention to different leadership styles, diverse student cultural backgrounds, and English Learners.
- Support innovative learning opportunities such as blended learning and Linked Learning to accelerate student learning.
- Work with the Academic Team to set school specific as well as network academic goals, with appropriate benchmarks, data collection, reporting, and reflection.
- Foster a culture of data-based decision making that is predicated on formative and summative data, progressive data systems, and ongoing use of data at all levels of school and organizational decision-making.
- Support charter schools in selection/development of assessments and software systems for collecting and analyzing data.
- Manage a best in class teacher and administrator professional development program for teachers and principals that includes an evaluation process aligned with County efforts.
- Create and implement a plan for developing or delivering content specific coaching, assessments, and network sharing of supports and best practices among faculty.
- Build a principal development and pipeline program.
- Interface with key education leaders across all sectors and stay abreast of critical education policy issues and innovations.
- Serve as a member of the LA Promise Fund Executive Team, participating in key strategic decision making for the organization and engaging in cross-department coordination of strategies and services.

**MINIMUM QUALIFICATIONS:**

- A track record of success driving student achievement in secondary education as a principal and/or administrator
- Successful experience turning around troubled schools
- Successful experience working in a large, urban school system with high populations of culturally and linguistically diverse students
- Successful experience with coaching, mentoring and growing the capacity of school leaders and effectiveness of teaching across a campus and at the individual teacher level
• Significant expertise in managing school performance, including setting academic goals, developing and/or implementing assessment systems, using data to drive student achievement, and adjusting mid-year as needed
• Demonstrated knowledge of best and innovative practices in curriculum, instruction, assessment, performance management and learning technology
• A strong understanding of K-12 curriculum and programming
• Excellent communication and team building skills
• Ability to think strategically and systemically and participate in long-term strategic planning
• Superb management and interpersonal skills and the ability to work collaboratively with all stakeholders
• Demonstrated ability to effectively manage limited resources to reach an organization’s desired goals
• Experience working in a community school that coordinates essential health and enrichment opportunities for school, student, family and faculty benefit
• Experience working with or for a non-profit organization
• Graduate degree in education or related field; doctorate degree preferred
• A valid California Administrative Credential
• Minimum of 10 years of instructional leadership and classroom experience in urban schools
• Must clear a LiveScan criminal background check
• Must clear a TB Risk Assessment
• Must complete Mandated Reporter training

MINIMAL PERFORMANCE MEASURES:
• Ability to achieve educational outcomes as prescribed by the Chief Executive Officer
• Ability to grow a network of strong and effective school leaders
• Ability to complete minimal responsibilities

WHO EVALUATES & HOW OFTEN:
• Chief Executive Officer
• Twice a year

ROLE: Chief Program Officer

MINIMAL RESPONSIBILITIES:
• In conjunction with LAPF and school-site partners, define a visionary and far-reaching multi-year strategy with goals and performance metrics for all non-academic/non-instructional programs, with the emphasis on creating maximum impact, diversity, reach, and public value.
• Evaluate all existing strategies and implement most impactful programs in support of mission and strategic plan.
• Act as spokesperson, where appropriate, for all non-academic/non-instructional initiatives.
• Collaborate with the development and academic teams on education and community activities, and assist with fundraising efforts and grants management as required.
• Effectively manage the Wrap Around Services and College Access team members and budgets. Ensure that team members establish department and individual goals aligned to mission and are supported to achieve them.
• Establish and cultivate relationships with leaders in the community, area institutions and politicians and other organizations, using collaboration as a key engagement tool.
• Develop new initiatives such as Promise Parent College.
• Develop a strategic plan for the effective implementation of parent and community engagement initiatives across all school sites.
• Ensure effective operation of Parent Centers & Parent Programming for maximum engagement & student benefit.
• Support the creation of a college-going culture where the students and school community view college entrance as a goal for all students.
• Ensure a variety of programming and supports that reach all students, or are specific to grade level, small groups, and individuals, including one-on-one counseling.
• Ensure parent-oriented programs that are culturally and linguistically appropriate, tailoring programs to reach all families and students, for instance Dream Act and AB540 programming and African American parent outreach.
• Ensure there is alignment of all college access programs and events.
• Work as part of the LA Promise Fund College & Career Team to set annual targets, engage in strategic planning, pursue professional growth and cultivate new College & Career initiatives on a regular basis.
• Develop and manage the implementation of other high impact health initiatives.
• Support Youth Health initiatives such as the Health Justice Council, Junior Health Justice Council, The Wellness Center Youth Advisory Board and School Wellness Councils.
• Develop & execute health programming for all students & Promise families with regards to (but not limited to) prevention, intervention, health services, and insurance enrollment

MINIMUM QUALIFICATIONS:
• The successful candidate will have a minimum of five years’ experience in the community, wrap-around services, health, parent engagement or educational sector. Experience working with schools in an underserved community desirable.
• Strong organizational, administrative, presentation, verbal and written communication skills.
• Strong project management skills and background.
• Experience in effectively managing others.
• The candidate will have a proven record of developing successful large-scale creative initiatives that incorporate inspired ideas and innovative solutions.
• BA/BS required; Advanced degree preferred.
• Resourceful, creative, able to multitask, prioritize and manage time effectively.
• A strong collaborator, good listener and strategist; comfortable receiving input from many sources, and able to analyze and formulate disparate information into a sound, well-organized plan.
• A proven ability to manage and grow a team toward goal and objectives.
• Ability to engage successfully with a broad array of stakeholders such as public agency and non-profit representatives, community leaders, academic researchers, program evaluators, parents, federal, state, and local civic leaders, and funders.
• Be mission-driven and be able to gather others around them in a common vision of success
• Ability to effectively evaluate the impact of organizational programs, develop meaningful metrics and ensure continuous quality improvement of programs.
• Knowledge of Community Schools model as well as adult learning theory
• Entrepreneurial - a self-starter with a high energy level and an action-oriented individual.
• Must clear a LiveScan criminal background check
• Must clear a TB Risk Assessment
• Must complete Mandated Reporter training

MINIMAL PERFORMANCE MEASURES:
• Ability to achieve enrichment, college going, parent engagement and health outcomes as prescribed by the Chief Executive Officer
• Ability to attract, grow, and lead a team of effective school and community program providers and partners.
• Ability to complete minimal responsibilities as outlined in this description

WHO EVALUATES & HOW OFTEN:
• Chief Executive Officer
Twice a year

**ROLE: Director of Operations**

**MINIMAL RESPONSIBILITIES:**
- Work closely with the principals, LA Promise Fund Instructional Team and WrapAround Services team (e.g. working directly with the Chief Academic Officer/Director of Schools, Chief Program Officer & Directors) to effectively set and manage school priorities and strategies for success
- Be a resource and thought partner to principals in managing school-site operations, analyzing year-to-date results, and forecasting end-of-year performance
- Support charter schools’ administrators on the development of the school site budget to ensure it complies with all legal requirements, is submitted to the district in a timely way, maximizes resources, coordinates with LA Promise Fund budget, and is monitored on a monthly basis
- Serve as liaison between Headquarters and charter schools to ensure implementation and communication of best practices in school operations
- Manage LA Promise Fund IT Team
- Support strategic aspects of office technology (both at Headquarters and at charter schools’ sites); ensuring consistency, cost effectiveness, and quality of systems to meet goals of the organization
- Serve as the second line of support for Headquarter IT troubleshooting
- Assist the Chief Operating Officer and Executive team on special projects and initiatives as necessary
- Support the LA Promise Fund activities, either headquarter events, or in working with other departments when needed
- Provide or arrange for professional development of the team members that are managed, coordinate regular one on one and department meetings, and coordinated reviews and evaluations for goal setting and progress towards goals.

**MINIMUM QUALIFICATIONS:**
- Bachelor’s Degree required; MBA Preferred.
- 4+ years' experience in a fast-paced, highly analytical professional environment. Ideal candidate will have 2-3 years of experience managing school operations; charter school experience highly preferred
- 2+ years' experience managing others in a professional environment
- Strong financial acumen
- HR certificates, training and experience preferable
- Strong ability to plan and organize work for self and others and manage projects
- Demonstrated history of increasing responsibility, leadership and can be trusted to handle confidential information with discretion.
- Advanced experience with computers, Word, Excel or similar type programs required.
- Experience with database management and electronic file maintenance experienced strongly desired.
- Ability to build collaborative, coordinated, and supportive relationships
- Must clear a LiveScan criminal background check
- Must clear a TB Risk Assessment
- Must complete Mandated Reporter training

**MINIMAL PERFORMANCE MEASURES:**
- Ability to achieve outcomes as prescribed by the Chief Operations Officer
- Ensure charter schools operate efficiently to maximize their resource potential.
- Manage a team of effective school support professionals.
- Ability to complete minimal responsibilities as outlined in this description
**WHO EVALUATES & HOW OFTEN:**
- Chief Operations Officer
- Twice a year

<table>
<thead>
<tr>
<th>ROLE: Director of Family &amp; Community Outreach</th>
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<tbody>
<tr>
<td><strong>MINIMAL RESPONSIBILITIES:</strong></td>
</tr>
<tr>
<td>- Create and implement plan for parent collaboration.</td>
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<tr>
<td>- Oversee Promise Parent College</td>
</tr>
<tr>
<td>- Collaborate with appropriate school sites liaisons as necessary</td>
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<tr>
<td>- Build leadership and volunteer service capacity of parents.</td>
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<tr>
<td>- Work closely with administrator(s) to oversee vision and operations of school parent centers and parent action teams and support committees, ensuring that charter schools are setting culture and practices that embrace parents as partners in their children’s academic success</td>
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<tr>
<td>- Collaborate with administration to oversee course offerings, activities and other diverse opportunities for parents.</td>
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<tr>
<td>- Oversee and align parent activities to achieve LA Promise Fund, and school site parent engagement initiatives across LA Promise Fund charter school sites.</td>
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<tr>
<td>- Create and manage large-scale community events (i.e., end of year parent recognition reception, community fairs, community clean ups, etc.).</td>
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<thead>
<tr>
<th>MINIMUM QUALIFICATIONS:</th>
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<tbody>
<tr>
<td>- Bachelor’s or advanced degree preferred.</td>
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<tr>
<td>- Training or relevant experience in community organizing, grassroots marketing, parent development and/or project management.</td>
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<td>- Experience with using data to assess success/challenges and inform decision-making</td>
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<td>- Knowledge of urban schools and communities.</td>
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<tr>
<td>- Bilingual Spanish/English</td>
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<td>- Create and maintain a positive attitude in the work environment</td>
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<tr>
<td>- Ability to work with others in a calm, positive, and professional manner</td>
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<tr>
<td>- Entrepreneurial - a hard worker with a high energy level, an action-oriented individual who excels in an unstructured environment</td>
</tr>
<tr>
<td>- Must clear a LiveScan criminal background check</td>
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<tr>
<td>- Must clear a TB Risk Assessment</td>
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<tr>
<td>- Must complete Mandated Reporter training</td>
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<tr>
<th>MINIMAL PERFORMANCE MEASURES:</th>
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<tbody>
<tr>
<td>- Ability to achieve outcomes as prescribed by the Chief Program Officer</td>
</tr>
<tr>
<td>- Ability to work closely with charter schools to build robust parent engagement on each campus.</td>
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<tr>
<td>- Ability to complete minimal responsibilities as outlined in this description</td>
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<tr>
<th>WHO EVALUATES &amp; HOW OFTEN:</th>
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</thead>
<tbody>
<tr>
<td>- Chief Program Officer</td>
</tr>
<tr>
<td>- Twice a year</td>
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ELEMENT 6. Health and Safety

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school. Ed. Code Section 47605(c)(5)(F).

Health and Safety Policies

RWWNHS has implemented a comprehensive plan of health, safety, and emergency response policies that are reviewed regularly with the staff, students, parents/guardians, and governing board. Below is a summary of the health and safety policies that have been adopted and implemented, in consultation with the Charter School’s insurance provider:

1. The Charter School shall maintain a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School’s procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(J):
   a. child abuse reporting procedures
   b. routine and emergency disaster procedures
   c. policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
   d. procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
   e. a discrimination and harassment policy consistent with Education Code Section 200
   f. provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel,” if applicable
   g. procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
   h. a safe and orderly environment conducive to learning
   i. the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, 47605, and 47605.6
   j. procedures for conducting tactical responses to criminal incidents

2. A requirement that all enrolled students who receive classroom-based instruction provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All students entering the 7th grade must have two doses of Varicella and a Tetanus, Diphtheria, Pertussis (Tdap) booster prior to entering the 7th grade. In accordance with the federal McKinney-Vento Homeless Assistance Act, RWWNHS will enroll new students who are homeless even if their immunization records are missing or unavailable at the time of enrollment. RWWNHS will also immediately enroll foster children transferring to the school even if a foster child is unable to produce immunization records normally required for school entry. Once a homeless student or a foster child is enrolled, RWWNHS staff works with the school or foster family where the
student was transferred from to obtain the student’s immunization records quickly. RWNHS school staff also works with local health departments to ensure these students receive any vaccinations they may need. Records of student immunizations are maintained at the Charter School.

3. Charter School employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for Tuberculosis prior to commencing employment and working with students, and for employees, be re-assessed at least every four years in accordance with Education Code Section 44691.

4. Policies and procedures for response to natural disasters and emergencies, including fires and earthquakes.

5. A policy requiring that instructional and administrative staff receive training in emergency response, including appropriate “first responder” training or its equivalent.

6. Policies relating to the administration of prescription drugs and other medicines, including epinephrine auto-injectors.

7. A policy that the Charter School shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001.

8. Student health screenings shall be conducted in conformance with state law, including state mandated screenings for vision, hearing, and scoliosis. The Charter School will adhere to Education Code Section 49450 et seq. as applicable to the grade levels served by the Charter School. The Charter School may utilize outside contractors to conduct the state mandated screenings.

9. A policy establishing that the school functions as a drug, alcohol, and tobacco free environment.

10. A requirement that each employee and contractor of the Charter School submit to a criminal background check and furnish a criminal record summary as required by Education Code sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

11. A policy for reporting child abuse, acts of violence, and other improprieties as mandated by federal, state, and local agencies. All employees will be mandated child abuse reporters and will follow all applicable reporting laws. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

12. A policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy.

13. An infectious control plan for dealing with blood borne pathogens and other potentially infectious materials in the workplace.
14. The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 9 through 12 of human trafficking prevention resources.

15. The Charter School shall stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

16. The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each schoolday.

17. The Charter School shall teach sexual health education and human immunodeficiency virus (“HIV”) prevention education to students in grades 9-12 at least once, pursuant to the California Healthy Youth Act (Education Code Section 51930, et seq.).

18. A policy that prohibits discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at the school site and in public areas at the school site that are accessible to, and commonly frequented by, pupils.

19. Procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with children.

20. The Charter School will comply with all applicable laws related to health and safety policies and procedures surrounding athletic programs at charter schools, including but not limited to providing information to athletes regarding sudden cardiac arrest and annually providing each athlete an Opioid Factsheet for Patients. In the event the Charter School participates in any interscholastic athletic programs, it shall comply with all applicable requirements, including, but not limited to, adopting a written emergency action plan for sudden cardiac arrest or other medical emergencies related to athletic programs, and acquiring at least one automated external defibrillator.
ELEMENT 7. Student Population Balance

Governing Law: “The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school.” (Ed. Code § 47605(c)(5)(G).)

RWWNHS focuses most of its efforts on recruiting throughout the community surrounding the Charter School. Our recruitment strategy consists of canvassing adjacent neighborhoods, outreach to local businesses and feeder schools and establishing a presence at community events. Outside of participating in community events, we’ve also hosted informational events spanning from new student open houses, new family campus visits, and meet and greet dinners for prospective families. For example, during the 2020-21 school year, Charter School staff held Open Houses and informational sessions, sent out mailings, doorhangers in the community, distribution of flyers at the Food Pantry, utilized Community Partner listservs and virtual presentations at local schools. These informational events include information on the application process and how the public random drawing (lottery) will operate. Additionally, we have invested in updated collateral materials and have purchased local radio and out of home advertisements. Given the need for robust annual recruitment efforts, RWWNHS also has an established dedicated bilingual recruitment team to engage local communities and stakeholders in both English and Spanish. The Charter School Principal, Director of Family and Community Outreach, and student leadership members serve as the Charter School’s tour welcoming committee and ambassadors. We do believe this strategy has been successful in recruiting an applicant pool that is reflective of the racial and ethnic diversity of our community in South Los Angeles. Moving forward, in compliance with applicable requirements, the Charter School shall expand its recruitment efforts to achieve a balance of racial and ethnic students, special education students and English Learners that is reflective of the general population residing within the territorial jurisdiction of the District.

To adjust to the onset of the pandemic and public health officials’ social distancing guidelines, we have shifted to a digital approach to continue our outreach and enrollment efforts. This includes leveraging new platforms like Schola to help families better locate Russell Westbrook Why Not? High School online. We have also invested in paid Facebook and Instagram social ads, both in English and Spanish, to extend our reach to prospective families. We have also continued to do mailers and used vendors to distribute door hangars with enrollment information to target neighborhoods.

While open to all students, RWWNHS will seek to serve the students who reside in the South Los Angeles primarily the Vermont/Slauson area.

Outreach Plan:

- All year (ongoing) – Implement strategic marketing efforts such as fliers, mailings (these will be sent out to families of students who live within a minimum 3 mile radius from the Charter School), community meetings, social media ads; distribute Charter School
information at various shopping centers, community agencies or community events such as street fairs, vaccination clinics, church luncheons/events and our food pantry; direct school recruitment at schools such as Barack Obama Global Prep, Audubon Middle School, John Muir Middle School, Clinton Middle School and others in the neighborhood, notify school community of waiting list interest forms and post waiting list interest form on website. The Charter School will also utilize platforms such as Schola and Apply LA to reach out to interested families.

- December – Display lottery information in prominent location at the Charter School site.
- October-February – Hold open house/informational meeting to inform parents of the academic program at RWNHS. Reconfirm with families the exact date of the lottery drawing and procedures.
- February/March – Public lottery
- April – Enrollment from lottery

Below is a comparison of Los Angeles Unified School District’s and RWNHS’s student demographics for the 2018-19 and 2019-20 school years (in percent):

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<tbody>
<tr>
<td></td>
<td>LAUSD</td>
<td>RWNHS</td>
<td>LAUSD</td>
<td>RWNHS</td>
</tr>
<tr>
<td>Black or African American</td>
<td>8.4</td>
<td>33.0</td>
<td>7.7</td>
<td>30.1</td>
</tr>
<tr>
<td>Asian</td>
<td>4.0</td>
<td>1.0</td>
<td>3.6</td>
<td>0.0</td>
</tr>
<tr>
<td>Filipino</td>
<td>2.0</td>
<td>0.0</td>
<td>1.9</td>
<td>0.0</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>74.1</td>
<td>63.9</td>
<td>74.1</td>
<td>66.7</td>
</tr>
<tr>
<td>White</td>
<td>10.7</td>
<td>1.0</td>
<td>10.3</td>
<td>0.0</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>0.2</td>
<td>1.0</td>
<td>1.6</td>
<td>0.7</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>13.0</td>
<td>22.7</td>
<td>11.4</td>
<td>27.5</td>
</tr>
<tr>
<td>English Learners</td>
<td>20.3</td>
<td>23.7</td>
<td>20.0</td>
<td>34.6</td>
</tr>
<tr>
<td>Redesignated Fluent</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Proficient (RFEP)</td>
<td>29</td>
<td>27.8</td>
<td>28.3</td>
<td>24.8</td>
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Source: DataQuest- https://dq.cde.ca.gov/dataquest/

RWNHS will maintain an accurate accounting of the balance of ethnic and racial students, special education students, and English Learners enrolled in the Charter School. It will also keep on file documentation on the efforts the Charter School made to achieve a balance of racial and ethnic students, special education students and English Learners that is reflective of the general population residing within the territorial jurisdiction of the District.

The Charter School will maintain a website that allows parents and students to learn about the Charter School.
ELEMENT 8. Admission Policies and Procedures


Russell Westbrook Why Not? High School shall admit all students who wish to attend the Charter School as outlined in Education Code, section 47605(e)(2)(A).

Russell Westbrook Why Not? High School has no specific admissions requirements. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School which have no specific admissions requirements. Russell Westbrook Why Not? High School shall not discriminate against any student on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status. RWNHS shall be nonsectarian in its programs, curriculum, and operations. RWNHS does not charge tuition. RWNHS shall adhere to all state and federal laws establishing the minimum and maximum age of students for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents/guardians or a pupil who is 18 years of age or older: (i) when a parent/guardian, or pupil inquires about enrollment; (ii) before conducting an enrollment lottery; and (iii) before disenrollment of a pupil.

**Intent to Enroll**

Each party interested in enrolling at RWNHS will be asked to complete an intent to enroll form (also known as a lottery form) during an open enrollment period with a specified deadline. Following the deadline, lottery forms shall be counted to determine whether any grade level has received more forms than availability.
If there are less lottery forms than availability for any grade levels, a lottery will not be necessary for those grade levels, and applicants will receive an offer of enrollment within 5 days after the deadline.

If by the lottery form deadline, the number of completed lottery forms exceeds the grade-level capacity, a random, public lottery, to be held within 14 days from the lottery form deadline, will determine enrollment. Written information about the lottery shall be available to each interested party as described in the Lottery Procedures.

If by the lottery form deadline, the number of completed lottery forms exceeds the grade-level capacity, a random public drawing (lottery) shall be held within 14 days from the lottery form deadline, and will determine admission to the Charter School. Written information about the lottery shall be available to each interested party as described in the Lottery Procedures below.

Open Enrollment Period
Russell Westbrook Why Not? High School anticipates that the open enrollment period may start in the fall semester and last until the lottery takes place (if necessary).

Enrollment/Lottery timeline:

- All year (ongoing) – Implement strategic marketing efforts such as fliers, mailings (these will be sent out to families of students who live within a minimum 3 mile radius), community meetings, social media ads; distribute school information at various shopping centers, community agencies or community events such as street fairs, vaccination clinics, church luncheons/events and our food pantry; direct school recruitment at schools such as Barack Obama Global Prep, Audubon Middle School, John Muir Middle School, Clinton Middle School and others in the neighborhood, notify school community of waiting list interest forms and post waiting list interest form on website. The Charter School will also utilize platforms such as Schola and Apply LA to reach out to interested families.

By December – Establish lottery form deadline and public lottery date. Display lottery information in prominent location at the school site and on the Charter School’s website.

October-February – Hold open house/informational meeting to inform parents of the academic program at RWNHS. Reconfirm with families the exact date of the lottery drawing and procedures.

February/March – Lottery form deadline and within 14 days of the lottery form deadline, hold public lottery.

April – The complete Enrollment Packet from families is due.

Russell Westbrook Why Not? High School may reach out to local feeder schools, community centers, local businesses and families with information about enrollment in the Charter School. Interested families and parties, may request information about the timeline, rules and procedures that are followed during the open enrollment period and lottery processes. This information will be made available verbally, online and in print form.
Lottery Preferences
Existing students will be exempt from the public random drawing, and shall be guaranteed admission in the following school year. In the event a lottery is necessary to determine admission for the impacted grade level, admission preferences shall be given in the following order:
1) Students who live within LAUSD boundaries
2) Siblings of students admitted to or attending RWNHS
3) Children of RWNHS employees or LA Promise Fund employees

The Charter School and the County agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv).

Lottery Procedures
In the event that a lottery needs to be held, it will be conducted no later than March 31st. The lottery will be conducted at the Charter School. If the lottery is not held at the Charter School, RWNHS will ensure that the location is reasonably accessible to all interested stakeholders who wish to attend.

Families who submitted a completed lottery form by the close of the lottery form deadline will be notified in writing of the lottery’s date, time, location and rules at least five days prior to the lottery date.

Within 5 days after the lottery deadline, if there are more applicants than seats available, then the CEO will designate a neutral non-RWNHS employee to apply the admission preferences as follows:

Segment 1: If there are applicants that meet all three preferences (#1, #2 & #3), and there are more available seats than applicants, these applicants will automatically be admitted and the number of available seats will be reduced. If there are more applicants that meet all three preferences than seats available, all applicants in this segment will participate in a lottery.

Thereafter, Segment 2: if after segment 1 students have been admitted, and there are applicants that meet the first two preferences (#1 and #2) and there are more available seats than applicants, these applicants will automatically be admitted from the remaining seats, and the number of available seats will be reduced respectively. If there are more applicants that meet the first two preferences (#1 and #2) than seats available, all applicants in this segment will participate in a lottery.

Subsequently Segment 3: if after segment 1 students and segment 2 students, there are applicants that have both preference #1 and #3, and there are more available seats than applicants, these applicants will automatically be admitted and the number of available seats will be reduced accordingly for the remaining applicants.

Subsequently Segment 4: to first admit students eligible for at least one preference who do not fit into segments 1-3—which would include students with: (i) preferences #2 & 3; (ii) preference #1; (iii) preference #2; and (iv) preference #3, and then have a final segment for all remaining students who do not qualify for any preference.
The Charter School will conduct the lottery using an automated computer system. A lottery conducted by an automated computer system, will be administered by a neutral non-RWNNHS employee designated by the CEO. The computer running the lottery will be connected to a projector so that the process is observable to those in attendance.

Applicants will be admitted to the Charter School in the order they are drawn, up to the grade level capacity.

After the acceptance list is set, a waitlist will be created and maintained. Should vacancies occur, admission will be offered to applicants on the waitlist in the order their names appear. The Charter School will continue to accept lottery forms following the end of the open enrollment period, with lottery forms held in abeyance for a subsequent lottery, if necessary.

**Communication**

The acceptance list and wait list will be made public as soon as practicable and posted at the school. Parents/guardians of applicants on the enrollment list and wait list will also receive letters from the school within 5 days after the lottery. Parents/guardians of applicants that submitted a lottery form will receive the notification letter sent to the address indicated on the form. The letter will indicate whether the child was accepted or waitlisted, and, if waitlisted, the number on the waitlist for the applicant. For students identified on the acceptance list, the letter will include steps the parents/guardians of the applicants must take to enroll the applicant in the school. The offer of enrollment will include instructions detailing how to complete and return the enrollment packet via U.S. Postal Mail or in person. The Charter School shall not request a pupil’s records or require a parent, guardian, or pupil to submit the pupil’s records to the Charter School before enrollment.

If vacancies should arise during the school year, the Charter School will notify parents/guardians of applicants on the waitlist. Typically, multiple, separate phone calls on different days are made, with accompanying documentation. If parents/guardians of applicants do not respond within ten calendar days from initial outreach, the applicant will be removed from the waitlist and the next applicant’s parents/guardians will be contacted.
ELEMENT 9. Annual Financial Audit

Governing Law: The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. (Ed. Code § 47605(c)(5)(I).)

Each fiscal year an independent auditor certified by the State of California will conduct an audit of the financial affairs of Russell Westbrook Why Not? High School and LA Promise Fund to verify the accuracy of the Charter School's financial statements, attendance and enrollment accounting practices, and internal controls, as required by Education Code Sections 47605(c)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide.

The LA Promise Fund Board of Directors or its designated subcommittee (audit committee), will select an auditor based upon their relevant experience with school finance and charter school finance, auditing team experience, proposed fees, and other relevant criteria. Persons involved in selecting and overseeing the auditor’s work will not have a direct, personal financial stake in matters audited, and the auditors will report directly to the Board of Directors or its designated subcommittee. The LA Promise Fund Board of Directors will retain auditors to conduct independent financial audits, which will employ generally accepted accounting principles and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Controller General of the United States.

The LA Promise Fund Chief Executive Officer or designee, and when applicable, in collaboration with the organization’s business services provider, will be responsible for contracting and overseeing the independent financial audit. Designated staff will provide auditors with all the required documentation for audit execution.

To the extent required under applicable federal laws for audits of the major federal programs, the audit scope will expand to be in compliance with the requirements described in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year.

The audit committee will review any school audit findings and report recommendations on resolution to the Board’s School Committee. The findings and report recommendations will be incorporated in a timely manner (within 60 days of the end of the audit) and fully implemented prior to the end of the fiscal year following the year under audit. The Board of Directors will submit a report to LACOE describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of LACOE. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law. The independent fiscal audit of the LA Promise Fund Charter Schools is a public record, to be provided to the public upon request.
ELEMENT 10. Suspension and Expulsion Procedures

“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).” Ed. Code § 47605(c)(5)(J).

Suspension and Expulsion Policy

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and well being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describe the offenses for which students at noncharter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School’s policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed annually as part of the Student/Parent Handbook which will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal
punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this Policy, corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and its Procedures are available upon request at the main office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

**Discipline Policy**

Students shall not be suspended or expelled for academic failure. Students shall only be suspended or expelled for enumerated offenses outlined in the Suspension and Expulsion Policy and Procedures, included herein and in the RWNHS Parent-Student Handbook.

Upon enrollment and at the beginning of each school year, RWNHS families will each receive a copy of the Student/Parent Handbook in their Enrollment Packets and be asked to review the Handbook and agree in writing to abide by the provisions of the Student/Parent Handbook, including the Charter School’s Suspension and Expulsion Policy and Procedures.

Teachers will be trained during professional development meetings to use effective classroom management strategies to maximize instruction and minimize student misbehavior, and there will be school-wide systems for assigning both positive and negative consequences. Positive consequences include privileges such as lunch with teachers and free dress. Students who do not adhere to stated expectations for behavior and who violate the school’s rules may expect consequences for their behavior. Consequences may include, but are not limited to:

- Warning, verbal and/or written
- Individual conference with the teacher
- Loss of privileges
- Individual behavior contract
- Referral to the School Director or other school staff member
- Notices to parents by telephone or letter
- Parent conference, at school or during a home visit
- Suspension
- Expulsion

Any student who engages in repeated violations of the Charter School’s behavioral expectations, or a single severe infraction, will be requested to attend a meeting with the Charter School’s staff and with their parents. The Charter School will prepare a specific, written agreement outlining future student conduct expectations, timelines, and consequences for failure to meet the expectations which may include, but are not limited to, suspension or expulsion.
RWWNHS will be a positive and progressive place of learning. The discipline system is designed to create a culture of learning and the Code of Conduct is created to be preventative. Teachers will use a range of lower-level consequences (nonverbal cues, conferencing with student, loss of privileges, etc.) before resorting to more serious consequences. However, the Charter School shall maintain clear policies and procedures governing suspension and expulsion, as outlined below. Suspended students will be responsible for making up all missed work within specified timetable.

The Charter School is shifting towards a positive approach to managing student behavior and using Positive Behavioral Interventions and Support and restorative justice practices. PBIS is an evidence-based framework for developing behavior in order to create a positive environment for learning. Our Charter School encourages good behavior. By adopting this schoolwide approach, our collective assumptions, which guide both administration and staff are the following: (a) we can effectively teach appropriate behavior to all students, (b) we must intervene early, (c) use a multi-modal approach and tiered delivery of a range of services, (d) monitor student progress, and (e) use multiple sources of data to make informed, intuitive, and empathic decisions that are sound and grounded and in the students’ best interest.

However, when warranted, there are times when the Charter School will offer in-school suspensions and Saturday School. In school suspension will consists of (a) students completing reflective logs and written work on self-awareness and self-regulation, (b) 1 to-1 coaching sessions with an administrator, counselor or appropriate staff member, (c) community beautification projects, (d) completion of the day’s classroom assignments, and/or (e) assignments and tasks deemed appropriate to match the situation given by the Principal and/or Dean of Students. Unlike, the conventional and punitive approach to Saturday School, which focused on punishment, in extreme cases where students are given a Saturday School the focus will be on developing emotional intelligence, self-awareness and social skills. Thus, the time spent will be center around articles, readings, videos, and assignments on self-regulation, given in the form of a workshop. Saturday School will run no more than 3 hours in duration. Start and end times shall be determined by the Principal and notified to the student and their parents/guardians.

**Students with Disabilities**
A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

**Involuntary Removal**
No student shall be involuntarily removed by the Charter School for any reason unless the
parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student’s parent/guardian or, if the student is a foster child or youth or a homeless child or youth, the student’s educational rights holder, and shall inform the student, the student’s parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student’s parent/guardian, or educational rights holder’s right to request a hearing to challenge the involuntary removal. If a student’s parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student’s parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

Procedures
A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended when it is determined the student:

   a) Caused, attempted to cause, or threatened to cause physical injury to another person.

   b) Willfully used force or violence upon the person of another, except self-defense.

   c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

   d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

   e) Committed or attempted to commit robbery or extortion.

   f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student’s own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, “hazing” means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not
limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 9 to 12, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 9 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 9 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
   i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
   ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
   iii. Causing a reasonable student to experience substantial interference with their academic performance.
   iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) “Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device,
computer, or pager, of a communication, including, but not limited to, any of
the following:

i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:
   (a) Posting to or creating a burn page. A “burn page” means an Internet
       Web site created for the purpose of having one or more of the effects
       as listed in subparagraph (1) above.
   (b) Creating a credible impersonation of another actual student for the
       purpose of having one or more of the effects listed in subparagraph
       (1) above. “Credible impersonation” means to knowingly and
       without consent impersonate a student for the purpose of bullying
       the student and such that another student would reasonably believe,
       or has reasonably believed, that the student was or is the student who
       was impersonated.
   (c) Creating a false profile for the purpose of having one or more of the
       effects listed in subparagraph (1) above. “False profile” means a
       profile of a fictitious student or a profile using the likeness or
       attributes of an actual student other than the student who created the
       false profile.

iii. An act of cyber sexual bullying.
   (a) For purposes of this policy, “cyber sexual bullying” means the
       dissemination of, or the solicitation or incitement to disseminate, a
       photograph or other visual recording by a student to another student
       or to school personnel by means of an electronic act that has or can
       be reasonably predicted to have one or more of the effects described
       in subparagraphs (i) to (iv), inclusive, of paragraph (1). A
       photograph or other visual recording, as described above, shall
       include the depiction of a nude, semi-nude, or sexually explicit
       photograph or other visual recording of a minor where the minor is
       identifiable from the photograph, visual recording, or other
       electronic act.
   (b) For purposes of this policy, “cyber sexual bullying” does not include
       a depiction, portrayal, or image that has any serious literary, artistic,
       educational, political, or scientific value or that involves athletic
       events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not
   constitute pervasive conduct solely on the basis that it has been transmitted on
   the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Section 31 of the Penal Code, the
   infliction or attempted infliction of physical injury to another person may be subject
   to suspension, but not expulsion, except that a student who has been adjudged by a
   juvenile court to have committed, as an aider and abettor, a crime of physical
   violence in which the victim suffered great bodily injury or serious bodily injury
   shall be subject to discipline pursuant to subdivision (1)(a)-(b).
v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal/Director of Schools or Principal/Director of Schools’ designee’s concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:
   
a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.
   b) Brandished a knife at another person.
   c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
   d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:
   
a) Caused, attempted to cause, or threatened to cause physical injury to another person.
   b) Willfully used force or violence upon the person of another, except self-defense.
   c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
   d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
   e) Committed or attempted to commit robbery or extortion.
   f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
   g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student’s own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, “hazing” means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.

p) Made terrorist threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 9 to 12, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 9 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 9 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

   i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.

   ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

   iii. Causing a reasonable student to experience substantial interference with their academic performance.

   iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) “Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

   i. A message, text, sound, video, or image.
ii. A post on a social network Internet Web site including, but not limited to:
   (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
   (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
   (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.
   (a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
   (b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a
certificated school employee, with the Principal/Director of Schools or Principal/Director of Schools’ designee’s concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the student:

   a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal/Director of Schools or designee’s concurrence.

   b) Brandished a knife at another person.

   c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

   d) Committed or attempted to commit a sexual assault or committed a sexual battery, as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.

If it is determined by the Charter School Discipline Committee and/or School Committee that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3 1/2 inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

- The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

- The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure
Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal/Director of Schools or the Principal’s/Director of Schools’ designee with the student and the student’s parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal/Director of Schools or designee.

The conference may be omitted if the Principal/Director of Schools or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a student for failure of the student’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student’s parent/guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. In addition, the notice may also state the time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal/Director of Schools or Principal/Director of Schools’ designee, the student and the student’s parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student’s parents, unless the student and the student’s parents fail to attend the conference. Suspensions shall not exceed 20 days per school year. The designated administrator and teachers will make the necessary arrangements to provide the student with classroom material and current assignments to be
completed at home during the length of the suspension including homework, tests and other applicable assignments.

This determination will be made by the Principal/Director of Schools or Principal/Director of Schools’ designee upon either of the following: 1) the student’s presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student’s suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student’s return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student’s overall grade in the class.

5. Suspension Appeals

The suspension of a student will be at the discretion of the Principal of RWNHS or the Principal’s designee. Parents and/or guardians will be notified at the time of suspension by the Charter School as described in Section 2 above, and of the right to appeal a student’s suspension. In cases where the Principal’s designee suspended a student, the Principal will hear the suspension appeal, and the Principal’s decision shall be final. In cases where the Principal suspended a student, the appeal will be heard by the LA Promise Fund Governing Board School Committee, and the School Committee’s decision shall be final.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Committee following a hearing before it or by the Charter School Committee upon the recommendation of a neutral and impartial Charter School Discipline Committee, to be assigned by the School Committee or their designee as needed. The Charter School Discipline Committee shall consist of at least three (3) members which at a minimum will include one RWNHS teacher, but not a teacher of the student nor a member of the School Committee. Each entity shall be presided over by a designated neutral hearing chairperson. The Charter School Discipline Committee may recommend expulsion of any
student found to have committed an expellable offense, and the School Committee shall make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal/Director of Schools or Principal/Director of Schools’ designee determines that the student has committed an expellable offense and recommends the student for expulsion.

In the event an Charter School Discipline Committee hears the case, it will make a recommendation to the School Committee for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under FERPA) unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student’s parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School’s disciplinary rules which relate to the alleged violation;
4. Notification of the student’s or parent/guardian’s obligation to provide information about the student’s status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student’s parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student’s behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days notice of their scheduled testimony; (b) have up to two (2) adult support persons of their
choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian, or legal counsel; and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness’ use prior to and during breaks in testimony.

3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.

4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness’ presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness’ prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the
hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Charter School Discipline Committee to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the School Committee or Charter School Discipline Committee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

I. Expulsion Decision

The decision of the Charter School Discipline Committee shall be in the form of written findings of fact and a written recommendation to the School Committee, which will make a final determination regarding the expulsion. The School Committee may accept, alter, or reject the Charter School Discipline Committee’s recommendation (unless the State mandates that, due to the misconduct, the School Committee must expel the student).

The final decision by the School Committee shall be made within ten (10) school days following the conclusion of the hearing. The decision of the School Committee may be appealed to the LA Promise Fund Board of Directors, as described below.

If the Charter School Discipline Committee decides not to recommend expulsion, or the School Committee ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

The School Committee may also determine to suspend the enforcement of the expulsion order for
a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student’s previous educational program under a probationary status and rehabilitation plan to be determined by the School Committee. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The School Committee may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School’s rules and regulations governing student conduct. If the School Committee revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The School Committee shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The School Committee shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

J. Written Notice to Expel

The Principal/Director of Schools or Principal/Director of Schools’ designee, following a decision of the School Committee to expel, shall send written notice of the decision to expel, including the School Committee’s adopted findings of fact, to the student and student’s parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; (b) Notice of the student’s or parent/guardian’s obligation to inform any new district in which the student seeks to enroll of the student’s status with the Charter School; and (c) Appeal procedures.

The Principal/Director of Schools or Principal/Director of Schools’ designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following: (a) The student’s name; and (b) The specific expellable offense committed by the student.

K. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

L. No Right to Appeal

The student shall have no right of appeal from expulsion from the Charter School as the School Committee decision to expel shall be final.

M. Expelled Students/Alternative Education

Parents/guardians of students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion. During the parent/guardian meeting, the Principal shall, provide the family with a list of schools for alternative consideration based on the current address given. The Charter School will assist with ensuring the family has final grades, transcripts, and the correct addresses and phone numbers to the alternative schools.
N. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the School Committee at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student’s expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student’s expulsion term, shall be in the sole discretion of the School Committee following a meeting with the Principal/Director of Schools or Principal/Director of Schools’ designee and the student and student’s parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Principal/Director of Schools or Principal/Director of Schools’ designee shall make a recommendation to the School Committee following the meeting regarding the Principal/Director of Schools’ or designee’s determination. The School Committee shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student’s readmission is also contingent upon the Charter School’s capacity at the time the student seeks readmission or admission to the Charter School.

P. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Q. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA

   The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

   Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student’s IEP would reflect this change), and to progress toward meeting the goals set out in the child’s IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are
designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student’s file, including the child’s IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child’s disability; or

b. If the conduct in question was the direct result of the local educational agency’s failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child’s disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child’s disability, the IEP/504 Team shall:

a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student’s disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to
the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the hearing officer shall determine whether the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal/Director of Schools or Principal/Director of Schools’ designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student’s disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;

b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student’s interim alternative educational setting shall be determined by the student’s IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services
A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School’s disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child’s teachers, that the student is in need of special education or related services.

b. The parent/guardian has requested an evaluation of the child.

c. The child’s teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student’s disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.
ELEMENT 11. Retirement System

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees Retirement System, or federal social security. Ed. Code 47605 (c)(5)(K)

Staff at RWWNHS will have access to appropriate retirement plans as outlined below. RWWNHS accepts and understands obligations to comply with Education Code Sections 47611 and 41365.

Retirement Rights and Systems
RWWNHS will not participate or offer coverage in the California State Teachers’ Retirement System (“CalSTRS”) or the California Public Employees’ Retirement System (“CalPERS”).

The Charter School retains the option to elect CalSTRS coverage at a future date. Contributions will be made at the rate established by the Teacher’s Retirement Board. The Charter School will complete all required documentation (including an amendment to the charter to include the election of CalSTRS) prior to the effective date of coverage and before reporting contributions to CalSTRS.

All classified and certificated employees will be covered by Medicare and Social Security and the Charter School will make the required contributions. Full-time employees may elect to participate in a 401k retirement contribution plan.

The LA Promise Fund Board of Directors retains the option to consider any other public or private retirement plans and to coordinate such participation with existing programs, as it deems appropriate.

The Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, CalSTRS, CalPERS, and/or federal social security.

If the Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g. CalPERS), upon dissolution or final liquidation of Charter School, notwithstanding any provision in Element 15 to the contrary, the Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If the Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code.

Staff Responsible for Ensuring Coverage of Benefits
The LA Promise Fund President/CEO and Operations team are responsible for ensuring that appropriate arrangements for coverage are made.
**ELEMENT 12. Attendance Alternatives**

*Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Ed. Code § 47605 (c)(5)(L).*

RWNHS is a school of choice. No student is required to attend. Pupils who reside within the District who choose not to attend the Charter School may attend any of the existing public schools that service their address of residence in accordance with the admission and attendance requirements of any such school and school district, or at another school district or school within the District through the District’s intra- and inter-district transfer policies. Parents and guardians of each student enrolled in the Charter School will be informed on admission forms that students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.
ELEMENT 13. Return Rights of Employees

Governing Law: The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. (Ed. Code § 47605(c)(5)(M).)

No public school district employee or LACOE employee shall be required to work at the Charter School. When an employee leaves a public-school district or LACOE to work at RWNHS and subsequently chooses to return to that public school district or LACOE, the specific return rights afforded the employee will be governed by the policy of that public school district or LACOE, including but not limited to whether the employee may carry over any unused sick/personal leave and/or earn service credit (tenure) in the district for the time worked at RWNHS. Charter School employees shall have any right upon leaving the school district to work in the Charter School that the school district may specify, any rights of return to employment in a school district after employment in the Charter School that the school district may specify, and any other rights upon leaving employment to work in the Charter School that the school district determines to be reasonable and not in conflict with any law.

Former school district employees must consult with the applicable district or LACOE to determine their eligibility for leave. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.
ELEMENT 14. Mandatory Dispute Resolution

Governing Law: The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter. Ed. Code § 47605(c)(5)(N).

The staff and governing board members of Charter School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between LACOE and Charter School, except any controversy or claim that is in any way related to revocation of this Charter, pursuant to the terms of this Element 14.

The Charter School and LACOE will be encouraged to attempt to resolve any disputes amicably and reasonably without resorting to formal procedures.

In the event of a dispute between the Charter School and LACOE, Charter School staff, employees and Board members of the Charter School and LACOE agree that the party who claims there is a dispute shall first frame the issue in written format (“dispute statement”) and shall refer the issue to the County Superintendent and Principal of the Charter School, or their respective designees. This dispute statement shall identify the issue with specificity and with supporting facts. The other party shall provide a written response to the identification of the issue within 20 business days. In the event that the County Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the County to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the County’s ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Superintendent and Principal, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and Principal, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent and Principal, or their respective designees, shall meet to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and Principal, or their respective designees. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the County and the Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the County and the Charter School.

At any time that LACOE believes the dispute relates to an issue that could lead to revocation of the Charter School’s charter, the parties will no longer be subject to this process. LACOE may proceed immediately with the revocation procedures as set forth in law and stated below if it believes the Charter School:
1. Committed a material violation of any of the conditions, standards, or procedures set forth in the charter
2. Failed to meet or pursue any of the pupil outcomes identified in the charter
3. Failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement
4. Violated any provision of law. (Education Code Section 47607(f).)

**Internal Disputes**

The Charter School shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School’s operations. The Charter School shall also maintain a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School’s policies and internal dispute resolution process. LACOE shall promptly refer all disputes not related to a possible violation of the charter or law to the Charter School.

**ELEMENT 15. Charter School Closure**

*Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Ed. Code § 47605(c)(5)(O).*

Closure of the Charter School will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Charter School will promptly notify parents and students of the Charter School, the Los Angeles County Office of Education, the Charter School’s SELPA, the retirement systems in which the Charter School’s employees participate (e.g., Public Employees’ Retirement System, State Teachers’ Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils’ school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Charter School will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

The Charter School will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils’ districts of residence, which it will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the County with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act (“FERPA”), 20 U.S.C. § 1232g. The Charter School will ask LACOE to store
original records of Charter School students. All student records of the Charter School shall be transferred to LACOE upon Charter School closure.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to LACOE promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the Charter School, and, upon the dissolution of the nonprofit public benefit corporation, shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from LACOE or LACOE property will be promptly returned upon Charter School closure to LACOE. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in Appendices II.1 and II.2, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.
MISCELLANEOUS CHARTER PROVISIONS

Budget and Financial Reporting

Governing Law: The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation. Ed. Code § 47605(h).

Attached, as Appendices II.1 and II. 2 please find the following documents:

- Budget narrative
- A projected budget
- Financial projections and cash flow for three years of operation

These documents are based upon the best data available to the petitioners at this time.

The Charter School shall provide reports to the County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the County:

1. By July 1, a preliminary budget for the current fiscal year.

2. By July 1, a local control and accountability plan and an annual update to the local control and accountability plan required pursuant to Education Code Section 47606.5.

3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School’s annual, independent financial audit report for the preceding fiscal year shall be delivered to the State Controller, California Department of Education and County Superintendent of Schools.

4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.

5. By September 15, a final unaudited report for the full prior year. The report submitted to LACOE shall include an annual statement of all the Charter School’s receipts and expenditures for the preceding fiscal year.

The Charter School shall provide reporting to the County as required by law and as requested by the County including, but not limited to, the following: California Basic Educational Data System (“CBEDS”), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card (“SARC”), and the LCAP.

The Charter School agrees to and submits to the right of the County to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.
Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the County.

**Administrative Services**
*Governing Law: The manner in which administrative services of the charter school are to be provided. Ed. Code § 47605(h).*

The Charter School will provide or procure its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development either through its own staff or through an appropriately qualified third-party contractor.

At any time the Charter School may discuss the possibility of purchasing administrative services from the County. If the County is interested, the specific terms and cost for these services will be the subject of a memorandum of understanding between the Charter School and the County and subject to County availability and willingness to provide such services.

**Facilities**
*Governing Law: The facilities to be used by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Ed. Code § 47605(h).*

The Charter School shall continue to be located at 1755 W. 52nd Street, Los Angeles, CA 90062.

The site has 8 classrooms, 1 main office, and 1 MPR. The school has a small playground.

**Potential Civil Liability Effects**
*Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district. Ed. Code § 47605(h).*

The Charter School shall be operated by a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(d), an authority that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the County in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other County-requested protocol to ensure the County shall not be liable for the operation of the Charter School.

Further, the Charter School intends to enter into a memorandum of understanding with the County, wherein the Charter School shall indemnify the County for the actions of the Charter School under this charter.
The corporate bylaws of the Charter School shall provide for indemnification of the Charter School’s Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

Insurance amounts shall be determined by recommendation of the County and the Charter School’s insurance company for schools of similar size, location, and student population. The County shall be named an additional insured on the general liability insurance of the Charter School.

The Charter School Board shall institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

**Amendments**
Any material amendments to this charter will be made by the mutual agreement of the Los Angeles County Board of Education and the LA Promise Fund Board School Committee, in accordance with the standards, criteria, and timelines in California Education Code sections 47605 and 47607.